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ABSTRACT

Information on program standards, sample school district configurations, recommendations, and current status and projected needs of Ohio's comprehensive plan for the education of handicapped children is presented. Noted is tripling of number of special education units in the last decade and a 1972 state law which requires submission of local plans and development of a state plan. Provided are program standards for the following handicapping conditions and supplementary services: hearing impaired, crippled, visually impaired, multiply handicapped, learning and behaviorally disabled, emotionally disturbed, educable mentally retarded, speech and hearing services, school psychological services, transportation of handicapped children, individual instructional services, and individual supplemental services. Also noted are criteria for legal dismissal from school attendance. Listed by disability areas are ways sample school systems organize their programs. Recommendations include the development of inter-district cooperative programs, revision of the code to clarify eligibility for and dismissal from educational services by trainable mentally retarded children, and early assistance for handicapped children. The final section provides data on the incidence and needs of handicapped children based on analysis of approximately 700 local plans. Given for each handicapping condition are incidence, current status and projected need (in terms of children served, units approved, cost per unit, and total cost), and an explanation of the formula used for the projection. (DB)

Ohio's Comprehensive Plan for the Education of the Handicapped

ED 087144

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Ohio Department of Education
Columbus, Ohio
July 1, 1973

Ohio's Comprehensive Plan for the Education of the Handicapped

Adopted June 11, 1973 by the State Board of Education

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ED 087144

OHIO'S COMPREHENSIVE PLAN FOR THE EDUCATION OF THE HANDICAPPED

Part I

PROGRAM STANDARDS

Part II

SAMPLE SCHOOL DISTRICT CONFIGURATIONS

Part III

RECOMMENDATIONS

Part IV

CURRENT STATUS AND PROJECTED NEED

Ohio Department of Education
Columbus, Ohio
1973

PREFACE

In the spring of 1972, the 109th General Assembly passed Substitute Senate Bill 405 which was subsequently signed into law by Governor Gilligan. On July 5, 1972, this Bill became Section 3323.011 of the Revised Code of the State of Ohio.

Since May of 1972, the Ohio Department of Education has been working continuously with the State Board of Education, local school districts, and parent organizations to implement the requirements of 405. These requirements include submission of a plan for the education of handicapped children to the State Board of Education on or before December 1, 1972; a preliminary report of the contents of the local school district plans to the chairmen of the Senate and House Education Committees by February 1, 1973; and adoption of a comprehensive plan for the education of the handicapped by the State Board of Education by July 1, 1973.

Under the leadership of Martin W. Essex and the State Board of Education and with the cooperation of every school district in the State of Ohio, outstanding progress has been made in Ohio during the 1972-73 school year in the development of the first statewide comprehensive plan in the nation for the education of all handicapped children.

Ohio has expanded special education at an unprecedented rate over the past decade; during the 1962-63 school year, 2,082 special education units were funded, while in the current school year, the number of funded units has increased to 6,844. The comprehensive plan will provide a blueprint for the future expansion of special education services to eligible children not now receiving such services, though the vast majority of these children are currently enrolled in the public schools.

The Law

In the next few paragraphs the content of Substitute Senate Bill 405 is reproduced as a foundation for the comprehensive plan that follows.

"SECTION 1. That Section 3323.011 of the Revised Code be enacted to read as follows:

"Sec. 3323.011. Approval of state funds for the operation of programs and services provided pursuant to Section 3323.01 of the Revised Code shall be contingent upon a comprehensive plan for special education approved by the State Board of Education no later than July 1, 1973.

The State Board of Education shall not approve a school district's plan unless the plan proposed meets the educational needs of handicapped children in that school district and other school districts in the same general area.

"Each school district shall submit such a plan to the State Board of Education by December 1, 1972. Such plan shall contain:

(A) Provision for an organizational structure and necessary staffing for the identification and placement of handicapped children in appropriate programs;

(B) Provision for an organizational structure for the necessary supervision and staffing of programs and services for handicapped children;

(C) Provision for the necessary programs and services needed to meet the educational needs of every handicapped child in the school district in accordance with program standards and eligibility criteria established by the State Board of Education.

"In approving the organization of special education, the State Board of Education shall provide that no school district be excluded from the state-wide plan. A school district having a plan providing for a cooperative arrangement with one or more other school districts to provide classes or other suitable programs of instruction or training for all physically, emotionally, or mentally handicapped children who are residents of such school district, or which contracts with another school district for such classes, and which meets the standards established by the State Board of Education pursuant to Section 3323.02 of the Revised Code, is in compliance with this Section.

"The State Board of Education shall submit an interim report no later than February 1, 1973, to the chairmen of the House and Senate Committees on Education which shall contain the Board's preliminary recommendations for implementing the comprehensive plan. The report shall include but shall not be limited to the following items: an analysis of the kinds and extent of special education services to be provided through the comprehensive plan, cost projections for implementing the plan, and an analysis of the availability of qualified personnel to implement the plan. The Chancellor of the Ohio Board of Regents shall provide to the State Board of Education, upon request, any information which the Board deems is required to analyze the availability of personnel."

THE COMPREHENSIVE PLAN

Following the submission of the interim report in accordance with the requirements of Substitute Senate Bill 405, attention was directed to the content and format of a comprehensive plan for the education of the handicapped. A final careful analysis and revision of over 700 plans submitted to the State Board of Education indicating the current status of special education in Ohio and the need as reflected by local school districts clearly suggested that the comprehensive plan should include four major components.

Program Standards

Six years of research and demonstration, field testing in urban, suburban, and rural school districts and statewide projects had identified many alternatives for the education of handicapped children. The 405 plans received from the school districts indicated that program standards adopted in 1966 were no longer adequate. By the end of January it became very apparent that a comprehensive plan to meet the needs as identified by local school districts through their 405 plans would not be adequate unless it included a provision for changes in standards to incorporate new delivery systems and modern technology for education of handicapped children.

School District Configurations

Part II of the comprehensive plan for the education of the handicapped contains a summary of the plans submitted by the local school districts indicating the ways in which they plan to serve the various categories of handicapped children. These school district configurations are not limited by existing school district boundaries. Further, they do not fit any existing regional organizational structure. The pattern of configurations reflecting voluntary cooperation between school districts in order to provide adequate services for the handicapped is a model of educational planning in which the need of the individual child was the dominant and paramount factor.

Recommendations

A careful analysis of the 405 plans coupled with the consultation received from advisory committees and the area meetings with superintendents of schools conducted throughout the State of Ohio in the spring of 1973 identified a number of problems that could not be dealt with under the present law and standards. These problems were carefully noted, evaluated, analyzed and tabulated during the spring of 1973. The nature of the concerns and problems identified by school people and parents were grouped and from this grouping a statement of the problem, a brief summary of relevant data, and a suggested recommendation for further action were drafted and included in this comprehensive plan. It is felt that these recommendations in their final form will give direction to school people, the Ohio Department of Education and the Ohio General Assembly in further consideration of the problems that must be dealt with as Ohio moves toward the goal of full services for handicapped children.

Current Status and Projected Need

The final draft of this section of the comprehensive plan was completed using cost data based on Amended Substitute House Bill 475 and reflects current and projected cost to the State of Ohio under that Foundation Program. The projected need has been adjusted to reflect the anticipated change in program standards and the final data on the number of identified but unserved children with handicaps severe enough to require special education. The rationale and the actual factors used in calculating these costs are reported in this section to allow other people to evaluate the assumptions made and to facilitate rapid updating as changes in the number of children or in state support formulas modify this section of the comprehensive plan.

SUMMARY

This comprehensive plan for the education of the handicapped child in Ohio reflects a final analysis of over 700 plans submitted to the State Board of Education with adjustments and revisions which were carried out during the spring of 1973. The statistical information on the number of handicapped children needing service has been verified through an elaborate system of identification developed cooperatively between the Special Education Regional Resource Centers and the local school districts. The school district configurations represent agreements between school districts which have been verified and confirmed through local board of education action and placed on file in the Department of Education. The State Board of Education standards represent those new and desirable practices which have been adequately field tested on a state-wide basis by numerous school districts and have been verified through area meetings with superintendents of schools and continuous meetings with advisory committees.

Adoption of this comprehensive plan represents a landmark in Ohio's program for handicapped children. Such action places Ohio in the vanguard of the 50 states with the first detailed, statewide plan which is designed to provide full services to all handicapped children.

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Part I

PROGRAM STANDARDS

for

SPECIAL EDUCATION

and

Legal Dismissal from School Attendance

THE PROGRAM STANDARDS

INTRODUCTION

During the preliminary analysis of the 700 plans submitted to the State Board of Education in December, 1972, the school districts reported difficulty in providing for the needs of the handicapped under current program standards. The final analysis of those plans during January and February of 1973 confirmed this impression and clearly indicated that revision of program standards was essential to the development of a feasible plan for the education of the handicapped child in Ohio.

Beginning in 1967, the Ohio Department of Education had instituted an intensive search for alternatives in the education of the handicapped child. This search for alternative programs, methodology, and materials had been conducted throughout the state in urban, suburban, and rural school districts. Individual school districts had submitted the experimental proposals for modification of special education programs under the State Board of Education Program Standards. Statewide projects to search for new models for assessment and placement of handicapped children and the organization of instructional programs were conducted with funds made available through Title III, ESEA and Title VI, EHA.

Newly developed teaching methodology was introduced into special education through the universities and statewide projects such as "Project Breakthrough." The flood of new materials available for the education of handicapped children was carefully evaluated and assessed with the help of the statewide instructional resource and material centers. Advisory committees met annually to evaluate the results of these projects and to provide further consultation on directions for local school districts and the state.

By January, 1973, a great deal of data had been accumulated in the files of the Department of Education indicating the nature of the changes that have been field tested and validated on a statewide basis. These changes were introduced into proposed revisions for the program standards in special education, reproduced for statewide distribution, intensively reviewed with the advisory committees to the Department of Education, and reviewed in six area meetings with superintendents of schools on a statewide basis. Consultation was also solicited from parents of handicapped children and volunteer agencies. Following the area meetings, some eighteen significant changes were introduced into the standards at the opening of the public hearing conducted by the State Board of Education on the proposed standards.

Following the public hearing, the results of that testimony plus the many letters received from school personnel and parents throughout the state were carefully tabulated and analyzed.

The program standards in Part I of the Comprehensive Plan for the Education of the Handicapped incorporate many of the suggestions received by the Department of Education as a result of the many reviews to which the program standards were submitted. They were adopted by the State Board of Education June 11, 1973, and were effective as of June 30, 1973.

EDb-215-01 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR HEARING IMPAIRED CHILDREN (DEAF AND HARD OF HEARING)

A. General

1. A special education unit for hearing impaired children may be approved only within these standards.
2. A special education unit may be approved outside of these standards to evaluate new instructional methodology and/or alternative procedures for educating hearing impaired children. A school district requesting approval for such a unit shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementation.

   The application shall include:

   Rationale for the experimental unit
   Definition of the target population
   Assessment and placement procedures
   Projected staffing ratios
   Description of needed facilities
   List of materials and equipment
   List of measurable objectives at the
   administrative, program, teacher
   and child levels.

   An annual evaluation of the objectives shall be submitted by July 1 in accordance with a format provided by the Division of Special Education.
3. A special education unit or fractional unit may be approved for an instructional unit for hearing impaired children.

   A pre-school instructional unit may be approved on a half-day basis — 0.5 unit per class.
4. A special education unit may be approved for a supervisory unit for hearing impaired children.
5. A special education unit may be approved for a work-study coordinator for physically handicapped children.

B. Eligibility

1. Any child who meets the following requirements shall be eligible for and may be placed in a special educational unit for hearing impaired children:
   a. Is of legal school age for hearing impaired children.

b. Is capable of profiting substantially from instruction as determined through a multi-factored assessment procedure administered by a qualified psychologist having experience in evaluating hearing impaired children.

c. Has a relatively flat audiometric contour and an average pure tone hearing loss of 50 dB or greater for the frequencies 500, 1000, and 2000 Hz in the better ear (ANSI-1969), or

Has an abruptly falling audiometric contour and an average pure tone hearing loss of 50 dB or greater in the better ear for the two better frequencies within the 500-2000 Hz. frequency range (ANSI-1969), or

Functions as a hearing impaired child with respect to communication skills and is approved for placement in a special education class by the Division of Special Education.

2. Placement of students into educational units for hearing impaired children will be based upon the needs of each child with respect to his communication skills. Students shall be classified into two general educational placement categories — deaf or hard of hearing.

   a. Deaf — Those children having a hearing loss of such type and degree that a system of communication cannot be acquired naturally through hearing. Communication must be developed for these children.

   b. Hard of Hearing — Those children having functional speech and language which is defective in quality and limited in quantity due to the presence of a moderate hearing loss. For these students, existing speech and language skills must be corrected and developed.

3. A current audiological and physical examination (including ears, nose, and throat) shall be required for placement in an approved special education unit for hearing impaired children. Periodic audiological evaluations shall be provided for continued placement in an approved program.

4. Medical consultation shall be encouraged on a continuing basis—especially when the school authorities feel that there has been a change in a child's behavior or educational function or when new symptoms are detected.

C. Assessment and Placement

1. The superintendent of the school district of attendance is responsible for the assignment of pupils to approved units.

2. The school district shall have written criteria to determine eligibility for and placement of hearing impaired students in approved programs and services. Such criteria shall include:
    a. Standards adopted by the State Board of Education.
    b. Assessment of functioning with respect to communication skills.
    c. Assessment of achievement, adjustment, and social adaptability.
    d. Provisions for including additional criteria, when relevant to the unique characteristics of the school population.
    e. Priorities to establish placement of students on the basis of individual need.
    f. Process for providing an opportunity for a conference with parent(s) or guardian(s) prior to placement of any student in approved programs or services.
    g. Provisions for a systematic procedure to re-evaluate students in approved programs to assess their progress, current status, and future educational needs.

D. Comprehensive Program and Services

1. Each school district shall have a comprehensive plan for special education approved by the State Board of Education.
    a. A comprehensive program shall consist of instructional services at the pre-school, primary, intermediate, junior high and senior high school levels.
    b. A comprehensive program shall provide for supervision and the services of a speech therapist, school psychologist, and a work-study coordinator.
    c. A comprehensive program shall provide the following options to students based on assessed needs:
        (1) A special classroom unit with flexibility to enable students to receive maximum services on a part-time to full-time placement.
        (2) Supplemental tutoring for a hearing impaired student when deemed necessary in order to maintain him successfully in a class of hearing children.
        (3) Part-time placement of a hearing impaired student from a class of hearing children into a class of hearing impaired children for instruction in specific academic areas.
        (4) Supportive services to assist teachers of hearing children

to meet the educational needs of children having mild hearing impairments.

d. Additional program options may be approved on the basis of guidelines adopted by the State Board of Education.

2. Two or more school districts may cooperate in providing any or all portions of the components of a comprehensive program.

E. Class Size and Age Range

1. A minimum ADM for an instructional unit for hearing impaired children shall be six; the maximum ADM shall be eight.
2. The age range within an instructional unit shall not exceed forty-eight months.

F. Housing, Facilities, Equipment and Materials

1. Each special education unit shall be housed in a classroom in a public school building which meets the standards adopted by the State Board of Education for children of comparable chronological age.
2. There shall be adequate materials appropriate for the age, developmental ability and handicaps of the students in these units.
3. Each classroom housing a special education unit for hearing impaired children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.
4. Each classroom shall be equipped with suitable auditory training equipment available for each child. Provision shall be made for maintenance and repair of all electronic equipment utilized in the program.

G. Educational Programs

1. The instructional program should provide each student with academic, social, and occupational skills leading to independence as an adult.
2. Teachers shall incorporate assessment information, instructional objectives, and evaluation data in the instructional program.
3. Program organization for an instructional unit shall be essentially the same as for other children of the same age in the school district. This applies to the length of the school day and participation in selected general school activities.

4. Appropriate techniques shall be utilized in the classroom to reduce stimuli, to minimize trial and error learning, to develop better self concepts and to provide direction leading to increased self-control.

5. There shall be written policies for the selection and placement of hearing impaired children to be integrated into regular classes. Classes for hearing impaired children shall be organized so that provision can be made for some children to receive full-time instruction from a special teacher while others receive a portion of their instruction from a special teacher and are integrated into regular classes in proportion to their ability to succeed. The primary educational responsibility for any hearing impaired student integrated into a regular class on a part-time basis shall remain with the special education teacher in whose class he is enrolled.

6. There shall be evidence of periodic reporting to parents regarding the child's academic progress and behavioral adjustment.

7. There shall be evidence that the teacher maintains periodic records for each child's individual instructional program. These records shall contain both normative and criterion referenced data.

8. Teachers of approved classroom units for hearing impaired children shall have as a full-time assignment the instruction of those eligible children for whom they are responsible.

H. Supervision and Other Support Staff

1. *Supervision*
   a. A supervisory unit may be approved for a program for hearing impaired children having a minimum of ten approved instructional units.
   b. An additional supervisory unit may be approved for programs having twenty or more approved instructional units for hearing impaired children.
   c. Two or more districts may contract to share an approved unit for supervision.
   d. The supervisor shall be responsible for:
      (1) Program evaluation for the purpose of identifying program strengths and needs.
      (2) Development and implementation of strategies to strengthen those areas of need.

e. Each supervisor shall be provided office space, secretarial assistance, and telephone usage.

2. *Work-Study Coordinator*

   a. A work-study coordinator unit may be approved on the basis of one unit for a minimum of twenty-five or a maximum of forty physically handicapped children participating in a work-study program.

   b. A work-study coordinator shall be provided with office space and telephone usage.

I. Qualifications

1. The *teacher* shall meet all of the requirements for a certificate as established by the State Board of Education for this area of specialization.

2. An approved unit for a *work-study coordinator* shall have at least three years of teaching experience in approved classes for physically handicapped children or an equivalent experience.

3. An approved unit for a *supervisor* of programs for hearing impaired children shall meet the following qualifications:

   a. Hold certification as a teacher of hearing impaired children.

   b. Hold a supervisory certificate.

   c. Show evidence of at least three years teaching experience in approved classes for hearing impaired children or an equivalent experience which is approved by the Division of Special Education.

4. *Teacher Aides and Volunteers*

   a. Units may utilize the services of aides possessing a valid educational aide permit as defined in Section 3319.088 of the Revised Code.

   b. The school district shall have written policies and procedures outlining:

      (1) Criteria for selection.

      (2) A planned sequence of continuing education.

      (3) The process for direct continuing supervision and evaluation of the services of such personnel.

      (4) Job description of the role and function and the administrative relationship.

EDb-215-02 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR CRIPPLED CHILDREN (ORTHOPEDICALLY AND OTHER HEALTH IMPAIRED)

A. General

1. A special education unit for crippled children may be approved only within these standards.
2. A special education unit may be approved outside of these standards to evaluate new instructional methodology and/or alternative procedures for educating crippled children.

   A school district requesting approval for such a unit shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementation.

   The application shall include:

   Rationale for the experimental unit
   Definition of the target population
   Assessment and placement procedures
   Projected staffing ratios
   Description of needed facilities
   List of materials and equipment
   List of measurable objectives at the administrative, program, teacher and child levels.

   An annual evaluation of the objectives shall be submitted by July 1 in accordance with a format provided by the Division of Special Education.
3. A special education unit or fractional unit may be approved for an instructional unit for crippled children.
4. A special education unit or fractional unit may be approved for a hospital unit for crippled children.
5. A special education unit or fractional unit may be approved for occupational therapy for crippled children.
6. A special education unit or fractional unit may be approved for physical therapy for crippled children.
7. A special education unit may be approved for a work-study coordinator for physically handicapped program.
8. A special education unit may be approved for a supervisory unit for the crippled program.

B. Eligibility

1. Any child who meets the following requirements shall be eligible for and may be placed in a special education unit for crippled children:
    a. Is of legal school age for crippled children.
    b. Is capable of profiting substantially from instruction as determined through a multi-factored assessment procedure administered by a qualified psychologist having experience in evaluating crippled children.
    c. Has a congenital or acquired physical disability which prevents successful functioning in a regular classroom.
2. A current medical report of a licensed physician presently treating a crippling condition shall be required for placement in approved special education units for crippled children.
3. Medical consultation shall be encouraged on a continuing basis — especially when school authorities feel that there has been a change in a child's behavior or educational function or when new symptoms are detected.

C. Assessment and Placement

1. The superintendent of the school district of attendance is responsible for the assignment of pupils to approved units.
2. The school district shall have written criteria to determine eligibility for and placement of crippled students in approved programs and services. Such criteria shall include:
    a. Standards adopted by the State Board of Education.
    b. Assessment of achievement, adjustment and social adaptability.
    c. Provisions for including additional criteria, when relevant, to the unique characteristics of the school population.
    d. Priorities to establish placement of students on the basis of individual need.
    e. Process for providing an opportunity for a conference with parent(s) or guardian(s) prior to placement of any student in approved programs or services.
    f. Provisions for a systematic procedure to re-evaluate students in approved programs, to assess their progress, current status and future educational needs.

D. Comprehensive Program and Services

1. Each school district shall have a comprehensive plan for Special Education approved by the State Board of Education.
   a. A comprehensive program shall consist of instructional services at primary, intermediate, junior high and senior high school levels.
   b. A comprehensive program shall provide for supervision and the services of an occupational therapist, physical therapist, speech therapist, school psychologist and work-study coordinator.
   c. A comprehensive program shall provide a special classroom unit with flexibility to enable students to receive maximum services on a part-time to full-time placement.
   d. Additional program options may be approved on the basis of guidelines adopted by the State Board of Education.
2. Two or more school districts may cooperate in providing any or all components of a comprehensive program.

E. Class Size and Age Range

1. A minimum ADM for an instructional unit for crippled children shall be eight; the maximum ADM shall be sixteen.
2. The age range within an instructional unit shall be forty-eight months.

F. Housing, Facilities, Equipment and Materials

1. Each special education unit shall be housed in a classroom in a public school building which meets the standards adopted by the State Board of Education for children of comparable chronological age.
2. There shall be adequate materials appropriate for the age, developmental ability and handicaps of the students in these units.
3. Each classroom housing a special education unit for crippled children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.
4. In schools where two or more teachers of crippled children are assigned, instruction may be organized and departmentalized for team teaching purposes.
5. All necessary special equipment and furnishings for the instruc-

tion, safety and treatment of crippled children and multi-handicapped crippled children shall be provided.

a. The building entrance shall be at ground level or equipped with an appropriate ramp.

b. A loading and unloading dock for buses and other means of transportation shall be situated in a safe area away from the children's playgrounds and other hazards.

c. Classrooms, occupational therapy and physical therapy rooms, cot rooms and nurses' office shall be located on the first floor unless elevators are available.

d. Toilet rooms, drinking fountains and lavatories shall be appropriately equipped for crippled children, including necessary safety grab bars and at least one stall designed to accommodate a wheel chair.

e. Classrooms and therapy facilities shall be equipped with specialized equipment to meet the needs of the children in attendance.

f. Floors should be of a non-skid nature and free of excessive wax.

g. Adequate space and equipment shall be provided, both indoors and outdoors, for physical activities and recreation.

h. Lunchroom facilities shall include furniture, eating utensils and equipment suitable to the individual needs of the children.

i. All doorways should clear 36 inches in width.

j. Rooms shall be well ventilated and contain a non-toxic chemical disinfectant to clear odors.

k. Exits from the building shall be easily accessible for evacuation during an emergency.

G. Educational Programs

1. The instructional program should provide each student with academic, social and occupational skills leading to independence as an adult.

2. Teachers shall incorporate assessment information, instructional objectives and evaluation data in the instructional program.

3. Program organization for an instructional unit shall be essentially the same as for other children of the same age in the school district. This applies to the length of the school day and participation in selected general school activities.

4. There shall be written policies for the selection and placement of crippled children to be integrated into regular classes.

   Classes for crippled children shall be organized so that provision can be made for some children to receive full-time instruction from a special teacher while others receive a portion of their instruction from a special teacher and are integrated into regular classes in proportion to the child's ability to succeed. The primary educational responsibility for any crippled student integrated into a regular class on a part-time basis shall remain with the special education teacher in whose class he is enrolled.

5. There shall be evidence that the teacher maintains periodic records for each child's individual instructional program.

6. There shall be evidence of periodic reporting to parents regarding the child's academic progress and behavioral adjustment.

7. Physical therapists shall provide treatments as prescribed in writing by a licensed physician. Individual prescriptions signed by the physician shall be kept on file in these units.

8. Daily living skills, adapted physical activities and counseling shall be provided to all crippled children needing these services.

9. Appropriate techniques shall be utilized in the classroom to reduce stimuli, to minimize trial and error learning, to develop better self-concepts and to provide direction leading to increased self-control.

10. There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for crippled children.

11. Teachers of approved classroom units for crippled children shall have as a full-time assignment the instruction of those eligible children for whom they are responsible.

H. Supervision and Other Support Staff

1. *Supervision*

   a. A supervisory unit may be approved for a program for crippled children having a minimum of ten approved units.

   b. An additional supervisory unit may be approved for a program for crippled children having twenty or more approved units.

   c. Two or more districts may contract to share an approved unit for supervision.

d. The supervisor shall be responsible for:

(1) Program evaluation for the purpose of identifying program strengths and needs;

(2) Development and implementation of strategies to strengthen those areas of need.

e. Each supervisor shall be provided office space, secretarial assistance, and telephone usage.

2. *Occupational Therapy and Physical Therapy*

a. An occupational therapy unit may be approved on a basis of one unit per forty to fifty crippled children.

b. A physical therapy unit may be approved on a basis of one unit per forty to fifty crippled children.

c. The occupational therapy and physical therapy facilities shall be housed in the same building as the crippled children's program and adjacent to the rooms used for the instruction of crippled children.

3. *Work-Study Coordinator*

a. A work-study coordinator unit for physically handicapped may be approved on the basis of one unit for a minimum of twenty-five or a maximum of forty physically handicapped children participating in the work-study program.

b. A work-study coordinator shall be provided office space and telephone usage.

I. Qualifications

1. The *teacher* shall meet all the requirements for a certificate as established by the State Board of Education for this area of specialization.

2. The *occupational therapist* shall meet all the requirements for a certificate, as established by the State Board of Education for this area of specialization.

3. The *physical therapist* shall meet all the requirements for a certificate as established by the State Board of Education for this area of specialization.

4. An approved unit for a *work-study coordinator* shall have at least three years of teaching experience in approved classes for physically handicapped children or equivalent experience.

5. An approved unit for a *supervisor* of a program for crippled children shall meet the following qualifications:

   a. Hold certification as a teacher of crippled children.
   b. Hold a supervisory certificate.
   c. Show evidence of at least three years of teaching experience in approved classes for the crippled, or an equivalent experience which is approved by the Division of Special Education.

6. *Teacher Aides and Volunteers*
   a. Units may utilize the services of aides possessing a valid educational aide permit as defined in Section 3319.088 of the Revised Code.
   b. The school district shall have written policies and procedures outlining:
      (1) Criteria for selection.
      (2) A planned sequence of continuing education.
      (3) The process for direct continuing supervision and evaluation of the services of such personnel.
      (4) Job description of the role and function and the administrative relationship.

EDb-215-03 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR VISUALLY IMPAIRED CHILDREN (BLIND AND PARTIALLY SEEING)

A. General

1. A special education unit for visually impaired children may be approved only within these standards.
2. A special education unit may be approved outside of these standards to evaluate new instructional methodology and/or alternative procedures for educating visually impaired children. A school district requesting approval for such a unit shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementation.

   The application shall include:
      Rationale for the experimental unit
      Definition of the target population
      Assessment and placement procedures
      Projected staffing ratios
      Description of needed facilities
      List of materials and equipment
      List of measurable objectives at the administrative, program, teacher and child levels.

An annual evaluation of the objectives shall be submitted by July 1 in accordance with a format provided by the Division of Special Education.

3. A special education unit or fractional unit may be approved for an instructional unit for visually impaired children.
   A pre-school instructional unit may be approved on a half-day basis — 0.5 unit per class.
4. A special education unit or fractional unit may be approved for an orientation and mobility unit for visually impaired children.
5. A special education unit may be approved for a supervisory unit for the program for the visually impaired.

B. Eligibility

1. Any child who meets the following requirements shall be eligible for and may be placed in a special education unit for visually impaired children:
   a. Is of legal school age for visually impaired children.
   b. Is capable of profiting substantially from instruction as determined through a multi-factored assessment procedure administered by a qualified psychologist having experience in evaluating hearing impaired children.
   c. Has a visual acuity of 20/70 or less in the better eye after correction or cannot read 18 point print on the basis of a current eye examination by an eye specialist, or
      Has a visual impairment which prevents successful functioning in a regular classroom and is approved for placement in a special education class by the Division of Special Education.
2. A current eye examination report shall be required for placement in a special education unit for visually impaired children. Periodic eye examinations shall be provided for continued placement in approved programs.
3. Medical consultation shall be encouraged on a continuing basis — especially when school authorities feels that there has been a change in a child's behavior or educational function, or when new symptoms are detected.

C. Assessment and Placement

1. The superintendent of the school district of attendance is responsible for the assignment of pupils to approved units.

2. The school district shall have written criteria to determine eligibility for and placement of visually impaired students in approved programs and services. Such criteria shall include:
   a. Standards adopted by the State Board of Education.
   b. Assessment of achievement, adjustment and social adaptability.
   c. Provisions for including additional criteria, when relevant to the unique characteristics of the school population.
   d. Priorities to establish placement of students on the basis of individual need.
   e. Process for providing an opportunity for a conference with parent(s) or guardian(s) prior to placement of any student in approved programs or services.
   f. Provisions for a systematic procedure to re-evaluate students in approved programs to assess their progress, current status and future educational needs.

D. Comprehensive Program and Services

1. Each school district shall have a comprehensive plan for special education approved by the State Board of Education.
   a. A comprehensive program shall consist of instructional services at pre-school, primary, intermediate, junior high and senior high school levels.
   b. A comprehensive program shall provide for supervision and the services of an orientation and mobility instructor, speech therapist, school psychologist, and work-study coordinator.
   c. A comprehensive program shall provide the following options to students based on assessed needs:
      (1) A special classroom unit with flexibility to enable students to receive maximum services on a part-time to full-time placement.
      (2) Supplemental tutoring for a visually impaired student when deemed necessary.
      (3) Reader services for a visually impaired student when deemed necessary.
      (4) Support services to assist the regular classroom teacher adjust the instructional objectives, methods, and/or materials for children in regular class.
   d. Additional program options may be approved on the basis of guidelines adopted by the State Board of Education.

2. Two or more school districts may cooperate in providing any or all components of a comprehensive program.

E. Class Size and Age Range

1. A minimum ADM for an instructional unit for visually impaired children shall be eight; the maximum ADM shall be twelve.
2. The age range within an instructional unit shall not exceed forty-eight months.

F. Housing, Facilities, Equipment and Materials

1. Each special education unit shall be housed in a classroom in a public school building which meets the standards adopted by the State Board of Education for children of comparable chronological age.
2. In schools where two or more teachers of visually impaired children are assigned, instruction may be organized and departmentalized for team teaching.
3. There shall be adequate materials appropriate for the age, developmental ability, and handicaps of the students in these units.
4. Each classroom housing a special education unit for visually impaired children shall provide space adequate for the storage and handling of the special materials and equipment needed in the instructional program.
5. All necessary special equipment and furnishings for the instruction of visually impaired children shall be provided.
6. Textbooks of regular type and corresponding special texts (Braille, Large Type, Tape) shall be provided for use with visually impaired children.

G. Educational Programs

1. The instructional program should provide each student with academic, social, and occupational skills leading to independence as an adult.
2. Orientation and mobility instruction, Braille, daily living skills, adapted physical activity and counseling shall be provided to all visually impaired children needing these services.
3. Teachers shall incorporate assessment information, instructional objectives, and evaluation data in the instructional program.
4. Program organization for an instructional unit shall be essentially

the same as for other children of the same age in the same building. This applies to the length of the school day and participation in selected general school activities.

5. There shall be written policies for the selection and placement of visually impaired children to be integrated into regular classes.

   Classes for visually impaired children shall be organized so that provision can be made for some children to receive full-time instruction from a special teacher while others receive a portion of their instruction from a special teacher and are integrated into regular classes in proportion to their ability to succeed.

   The primary educational responsibility for any visually impaired student integrated into a class of seeing children on a part-time basis shall remain with the special education teacher in whose class he is enrolled.

6. There shall be evidence that the teacher maintains periodic records for each child's individual instructional program.
7. There shall be evidence of periodic reporting to parents regarding the child's academic progress and behavioral adjustment.
8. Appropriate techniques shall be utilized in the classroom to reduce stimuli, to minimize trial and error learning, to develop better self-concepts and to provide direction leading to increased self-control.
9. There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for visually impaired children.
10. Teachers of approved classroom units for visually impaired children shall have as a full-time assignment the instruction of those eligible children for whom they are responsible.

H. Supervision and Other Support Staff

1. *Supervision*
   a. A supervisory unit may be approved for visually impaired children having a minimum of ten approved units.
   b. An additional supervisory unit may be approved for a program for visually impaired children having twenty or more approved units.
   c. Two or more districts may contract to share an approved unit for supervision.

d. The supervisor shall be responsible for:
   (1) Program evaluation for the purpose of identifying program strengths and needs.
   (2) Development and implementation of strategies to strengthen those areas of need.

e. Each supervisor shall be provided office space, secretarial assistance, and telephone usage.

2. *Orientation and Mobility*

   a. An orientation and mobility unit may be approved on a basis of one unit per forty to fifty visually impaired children.

3. *Work-Study Coordinator*

   a. A work-study coordinator unit may be approved on the basis of one unit for a minimum of twenty-five or a maximum of forty physically handicapped children participating in a work-study program.

   b. A work-study coordinator shall be provided office space and telephone usage.

I. Qualifications

1. The *teacher* shall meet all the requirements for a certificate as established by the State Board of Education for this area of specialization.

2. An approved unit for an *orientation and mobility instructor* shall hold a degree in orientation and mobility from an accredited college or university, or equivalent training as approved by the Division of Special Education.

3. An approved unit for a *work-study coordinator* shall have at least three years of teaching experience in approved classes for physically handicapped children, or an equivalent experience.

4. An approved unit for a *supervisor* of programs for visually impaired children shall meet the following qualifications:

   a. Hold certification as a teacher of visually impaired children.

   b. Hold a supervisory certificate.

   c. Show evidence of at least three years of teaching experience in approved classes for the visually impaired, or an equivalent experience which is approved by the Division of Special Education.

5. *Teacher Aides and Volunteers*

   a. Units may utilize the services of aides possessing a valid educational aide permit as defined in Section 3319.088 of the Revised Code.

b. The school district shall have written policies and procedures outlining:
   1. (1) Criteria for selection.
   2. (2) A planned sequence of continuing education.
   3. (3) The process for direct continuing supervision and evaluation of the services of such personnel.
   4. (4) Job description of the role and function and administrative relationship.

EDb-215-04 PROGRAM STANDARDS FOR CHILDREN WITH SEVERE AND/OR MULTIPLE IMPAIRMENTS

A. General

1. A special education unit may be approved for children with severe and/or multiple impairments only with these standards (e.g. deaf/blind, autistic, aphasic, et. al.)

2. A special education unit may be approved initially as an experimental unit to determine the developmental level of achievement in selected areas and make the appropriate recommendation for instruction and placement for children with severe and/or multiple impairments.

   A school district requesting approval for such a unit shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementation.

   The application shall include:
   Rationale for the proposal
   Definition of target population
   Assessment and placement procedures
   Projected staffing ratio
   Description of needed facilities
   Qualifications of the teacher
   List of materials and equipment
   List of measurable objectives at the
   administrative, program, teacher
   and child levels
   Plan for supervision.

   An annual evaluation of the objectives shall be submitted by July 1 in accordance with a format provided by the Division of Special Education.

B. Eligibility

1. Any child who meets the following requirements shall be eligible for and may be placed in a special education unit for children with severe and/or multiple impairments.
    a. Is of legal school age.
    b. Is capable of profiting substantially from instruction as determined through a multi-factored assessment procedure administered by a qualified psychologist.
    c. Is a child with such severe communication, behavioral, developmental and educational problems that he cannot properly be accommodated in any existing special education program.
2. All children being considered shall be examined by a licensed physician for initial placement. Medical consultation should be encouraged on a continuing basis — especially when the school feels that there has been a change in a child's behavioral or educational functioning or when new symptoms are detected.

C. Assessment and Placement

1. The superintendent of the school district of attendance is responsible for the assignment of pupils to approved units.
2. The school district shall have written criteria to determine eligibility for and placement of students in approved programs and services. Such criteria shall include:
    a. Standards adopted by the State Board of Education.
    b. Assessment of achievement, adjustment and social adaptability.
    c. Provisions for including additional criteria, when relevant, to the unique characteristics of the school population.
    d. Priorities to establish placement of students on the basis of the individual student's need.
    e. Process for providing an opportunity for a conference with parent(s) or guardian(s) prior to placement of any student in approved programs or services.
    f. Provisions for a systematic procedure to re-evaluate students in approved programs to assess their progress, current status and future educational needs.

D. Additional program options may be approved on the basis of guidelines adopted by the State Board of Education.

EDb-215-05 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR LEARNING AND BEHAVIORAL DISABILITIES (NEUROLOGICALLY HANDICAPPED AND EMOTIONALLY HANDICAPPED)

A. General

1. A special education unit may be approved for children with learning and behavioral disabilities only within these standards.
2. A special education unit may be approved outside these standards to evaluate new instructional methodology and/or alternative procedures for educating children with learning and behavioral disabilities.

   A school district requesting approval for such a unit shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementation.

   The application shall include:
   - Rationale for the experimental unit
   - Definition of the target population
   - Assessment and placement procedures
   - Projected staffing ratios
   - Description of needed facilities
   - List of materials and equipment
   - List of measurable objectives at the administrative, program, teacher and child levels.

   An annual evaluation of the objectives shall be submitted by July 1 in accordance with a format provided by the Division of Special Education.
3. A special education unit or fractional unit may be approved for an instructional unit for students with learning and behavioral disabilities through age fifteen.
4. Students over the age of fifteen may be served through the services of supplemental tutoring or an experimental unit under guidelines established by the Division of Special Education.
5. A special education unit may be approved for a supervisor of the learning and behavioral disabilities program.

B. Eligibility

1. Any child who meets the following requirements shall be eligible for and may be placed in a special education unit for children with learning and/or behavioral disabilities:

a. Is of legal school age.

b. Functions within the normal range of intelligence, or above (attained I.Q. above 80), as determined through a multifactored assessment procedure administered by a qualified psychologist.

c. Cannot meet the academic and social behavioral expectations of the regular instructional program because of a significant performance deficit in one or more of the basic educational areas as determined through an educational assessment that includes standardized test data and classroom observational data.

d. Does not have severe visual, hearing, or motor involvements.

2. All children being considered for initial placement shall be given a complete examination including a neurological examination by a licensed physician.

3. Medical consultation shall be encouraged on a continuing basis —especially when school authorities feel that there has been a change in a child's behavior or educational function, or when new symptoms are detected.

C. Assessment and Placement

1. The superintendent of the school district of attendance is responsible for the assignment of pupils to approved units.

2. The school district shall have written criteria to determine eligibility for, and placement of, students in approved programs and services. Such criteria shall include:

   a. Standards adopted by the State Board of Education.

   b. Assessment of achievement, adjustment and social adaptability.

   c. Provisions for including additional criteria, when relevant, to the unique characteristics of the school population.

   d. Priorities to establish placement of students on the basis of individual need.

   e. Process for providing an opportunity for a conference with parent(s) or guardian(s) prior to placement of any student in approved programs or services.

   f. Provisions for a systematic procedure to re-evaluate students in approved programs to assess their progress, current status and future educational needs.

D. Comprehensive Program and Services

1. Each school district shall have a comprehensive plan for special education approved by the State Board of Education.
   - a. A comprehensive program shall consist of instructional services at primary, intermediate, junior high and senior high school levels.
   - b. A comprehensive program shall provide for supervision and the services of a school psychologist and speech therapist.
   - c. A comprehensive program shall provide the following options to students based on assessed needs:
     - (1) A special classroom unit with flexibility to enable students to receive maximum services on a part-time to full-time placement.
     - (2) Supplemental tutoring for children in the regular instructional program.
     - (3) Supportive services to assist the regular classroom teacher adjust the instructional objectives, methods and/or materials for children in regular class.
   - d. Additional program options may be approved on the basis of guidelines adopted by the State Board of Education.
2. Two or more school districts may cooperate in providing any or all components of a comprehensive program.

E. Class Size and Age Range

1. A minimum ADM for an instructional unit for children with learning and behavioral disabilities shall be eight; the maximum ADM shall be ten.
2. As a student is phased out of the special class for a major portion of the school day, an additional student may be placed in the special class.
3. When a student is returned to the regular classroom for full-time instruction, an additional student should be placed in the special class.
4. The age range within an instructional unit shall not exceed sixty months.

F. Housing, Facilities, Equipment and Materials

1. Each special education unit shall be housed in a classroom in a public school building which meets the standards adopted by

the State Board of Education for children of comparable chronological age.

2. There shall be adequate assessment and instructional materials appropriate for the age, developmental ability and handicaps of the students in these units.
3. Special class facilities shall be large enough to accommodate special equipment, teaching materials, and individualized and small group instruction.
4. Classrooms shall be equipped with desks and chairs in varying sizes to accommodate the physical development of children within the age range of the class. There shall also be available adequate tables and chairs for class activity and small group work. A tape recorder with earphones for individual use shall be available for each classroom unit.

G. Educational Programs

1. The instructional program should provide each student with academic, social, and occupational skills leading to independence as an adult.
2. Teachers shall incorporate assessment information, instructional objectives and evaluation data in the instructional program.
3. Program organization for an instructional unit shall be essentially the same as for other children of the same age in the same building. This applies to the length of the school day and participation in selected general school activities.
4. There shall be written policies for the selection and placement of children with learning and/or behavioral disabilities into regular classes.
5. A special class program shall provide to students the opportunity to receive special instruction for an appropriate portion or total length of the school day based on assessed needs.
6. There shall be evidence that the teacher maintains periodic records for each child's individual academic and social-behavioral instructional program. These records shall contain both normative and criterion referenced data.
7. There shall be evidence of periodic reporting to parents regarding the child's academic progress and behavioral adjustment.
8. Appropriate techniques shall be utilized in the classroom to reduce stimuli, to minimize trial and error learning, to develop

better self concepts and to provide direction leading to increased self control.

9. There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for learning and behavioral disabilities.
10. Teachers of approved classroom units for learning and behavioral disabilities shall have as a full time assignment the instruction of those eligible children for whom they are responsible.

H. Supervision and Other Support Staff

1. A supervisory unit may be approved for any district on a ratio of one supervisor for 10,000 to 30,000 children in regular ADM.
2. A supervisor shall not serve more than 30,000 children in regular ADM.
3. Two or more districts may contract to share an approved unit for supervision.
4. The supervisor shall be responsible for:
    a. Program evaluation for the purpose of identifying program strengths and needs.
    b. For the development and implementation of strategies to strengthen those areas of need.
5. Each supervisor shall be provided office space, secretarial assistance, and telephone usage.

I. Qualifications

1. The *teacher* shall meet all the requirements for a certificate as established by the State Board of Education for this area of specialization.
2. The *supervisor* of programs for children with learning and behavioral disabilities shall meet the following qualifications:
    a. Hold certification as a teacher of Learning Disabilities and/or Behavior Disorders.
    b. Hold a supervisory certificate.
    c. Show evidence of at least three years' teaching experience in approved classes for learning and behavioral disabilities, or an equivalent experience which is approved by the Division of Special Education.
3. *Teacher Aides and Volunteers*
    a. Units may utilize the services of aides possessing a valid

educational aide permit as defined in Section 3319.088 of the Revised Code.

b. The school district shall have written policies and procedures outlining:

   (1) Criteria for selection.

   (2) A planned sequence of continuing education.

   (3) The process for direct continuing supervision and evaluation of the services of such personnel.

   (4) Job description of the role and function and the administrative relationship.

EDb-215-06 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR CHILDREN WITH SEVERE BEHAVIORAL HANDICAPS (EMOTIONALLY DISTURBED)

A. General

1. A special education unit may be approved for children with severe behavioral handicaps only within these standards.

2. A special education unit may be approved outside these standards to evaluate new instructional methodology and/or alternative procedures for educating children with severe behavioral handicaps.

   A school district requesting approval for such a unit shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementation.

   The application shall include:
   Rationale for the experimental unit
   Definition of the target population
   Assessment and placement procedures
   Projected staffing ratios
   Description of needed facilities
   List of materials and equipment
   List of measurable objectives at the
   administrative, program, teacher
   and child levels.

   An annual evaluation of the objectives shall be submitted by July 1 in accordance with a format provided by the Division of Special Education.

3. A special education unit or fractional unit may be approved for

an instructional unit for children with severe behavioral handicaps.

4. A special education unit may be approved for a supervisor of programs for children with severe behavioral handicaps.

B. Eligibility

1. Any child who meets the following requirements shall be eligible and may be placed in a special education unit for children with severe behavioral handicaps:
   a. Is of legal school age.
   b. Is capable of profiting substantially from instruction as determined through:
      (1) A multi-factored assessment procedure administered by a qualified psychologist.
      (2) An educational assessment that includes standard test data and classroom observations of academic and social behaviors.
   c. Does not have severe hearing, visual or motor involvement, but is unable to function effectively within the regular school setting because of a significant behavior disorder, even with special classes and/or supportive services.
2. All children being considered shall be examined by a licensed physician.

C. Assessment and Placement

1. The superintendent of the school district of attendance is responsible for the assignment of pupils to approved units.
2. The school district shall have written criteria to determine eligibility for, and placement of, students in approved programs and services. Such criteria shall include:
   a. Standards adopted by the State Board of Education.
   b. Assessment of achievement, adjustment and social adaptability.
   c. Provisions for including additional criteria, when relevant, to the unique characteristics of the school population.
   d. Priorities to establish placement of students on the basis of individual need.
   e. Process for providing an opportunity for a conference with parent(s) or guardian(s) prior to placement of any student in approved programs or services.

f. Provisions for a systematic procedure to re-evaluate students in approved programs to assess their progress, current status and future educational needs.

D. Comprehensive Program and Services

1. Each school district shall have a comprehensive plan for special education approved by the State Board of Education.
2. Each school district shall have a comprehensive program as defined under Standard EDb-215-05.
3. Additional program options may be approved on the basis of guidelines adopted by the State Board of Education.

E. Class Size and Age Range

1. A minimum ADM for an instructional unit for children with severe behavior disorders shall be six; the maximum ADM shall be fifteen.
2. The age range within an instructional unit shall not exceed forty-eight months.

F. Housing, Facilities, Equipment and Materials

1. Each special education unit shall be housed in a classroom which meets the standards adopted by the State Board of Education for children of comparable school age.
2. There shall be adequate materials appropriate for the age, developmental ability and handicaps of students in these units.
3. Special class facilities shall be large enough to accommodate special equipment, teaching materials and individualized and small group instruction.
4. Classrooms shall be equipped with desks and chairs in varying sizes to accommodate the physical development of children within the age range of the class. There shall be available adequate tables and chairs for class activity and small group work.
5. Adequate materials and equipment shall be made available to the teacher. They shall include assessment materials for reading, math, writing and social behavior, and teaching materials that provide auditory, visual and manipulative presentations of program.
6. An instructional unit shall be housed in an institution or agency that provides either a day treatment program or a twenty-four hour treatment and care program, depending upon the severity of the behavioral handicap.

G. Educational Programs

1. The instructional program should provide each student with academic, social and occupational skills leading to independence as an adult.
2. Teachers shall incorporate assessment information, instructional objectives and evaluation data in the instructional program.
3. Program organization for an instructional unit shall be essentially the same as for other children of comparable age in the school district.
4. Children with severe behavioral handicaps in an approved unit shall be provided with a program that reflects both educational and treatment components.
5. The treatment program provided shall meet the standards of the Ohio Department of Mental Health and Retardation or the equivalent approved by the Division of Special Education.
6. A complete written report, including both educational and treatment program for each child enrolled in an approved unit, shall be on file at the treatment facility and shall be available to the Division of Special Education.
7. The report shall include a social-behavioral assessment, psychiatric and psychological evaluation, academic evaluation, an outline of the education and treatment program, an estimate of prognosis, and a plan to return the child to the regular school program.
8. There shall be evidence that the teacher maintains periodic records for each child's individual academic and social behavioral instructional program.
9. There shall be evidence of periodic reporting to the parents regarding the child's academic progress and behavioral adjustment.
10. Appropriate techniques shall be utilized in the classroom to reduce stimuli, to minimize trial and error learning, to develop better self-concepts and to provide direction leading to increased self-control.
11. Teachers of approved classroom units for children with severe behavioral handicaps shall have as a full-time assignment the instruction of those eligible children for whom they are responsible.

H. Supervision and Other Support Staff

1. A supervisory unit may be approved for a program for children

with severe behavioral handicaps having a minimum of ten approved instructional units.

2. Two or more districts may contract to share an approved unit for supervision.

3. The supervisor shall be responsible for:
   a. Program evaluation for the purpose of identifying program strengths and needs.
   b. The development and implementation of strategies to strengthen those areas identified.

4. Each supervisor shall be provided office space, secretarial assistance and telephone usage.

I. Qualifications

1. The *teacher* shall meet all the requirements for a certificate as established by the State Board of Education for this area of specialization.

2. The *supervisor* of programs for children with severe behavioral handicaps shall meet the following qualifications:
   a. Hold certification as a teacher of Learning and Behavioral Disabilities.
   b. Hold a supervisory certificate.
   c. Show evidence of at least three years' teaching experience in approved classes for Learning and Behavioral Disabilities, or an equivalent experience which is approved by the Division of Special Education.

3. *Teacher Aides and Volunteers*
   a. Units may utilize the services of aides possessing a valid educational aide permit as defined in Section 3319.088 of the Revised Code.
   b. The school district shall have written policies and procedures outlining:
      (1) Criteria for selection.
      (2) A planned sequence of continuing education.
      (3) The process for direct continuing supervision and evaluation of the services of such personnel.
      (4) Job description of the role and function and the administrative relationship.

EDb-215-07 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR EDUCABLE MENTALLY RETARDED CHILDREN (DEVELOPMENTAL DISABILITIES AND/OR EDUCATIONAL HANDICAPS)

A. General

1. A special education unit may be approved for educable mentally retarded children only within these standards.
2. A special education unit may be approved outside these standards to evaluate new instructional methodology and/or alternative procedures for educating educable mentally retarded children.

   A school district wishing approval for such a unit shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementation.

   The application shall include:
   - Rationale for the proposal
   - Definition of target population
   - Assessment and placement procedures
   - Projected staffing ratios
   - Description of needed facilities
   - List of materials and equipment
   - List of measurable objectives at the administrative, program, teacher and child levels.

   An annual evaluation of these objectives shall be submitted by July 1 in accordance with a format provided by the Division of Special Education.
3. A special education unit or fractional unit may be approved for an instructional unit for educable mentally retarded children.
4. A special education unit may be approved for a supervisor for the EMR program.
5. A special education unit may be approved for a work-study coordinator for students in the EMR program.

B. Eligibility

1. Any child who meets the following requirements shall be eligible for and may be placed in a special education unit for educable mentally retarded children:

   a. Is of legal school age.

   b. Is capable of profiting substantially from instruction as determined by an evaluation administered by a qualified psychologist using multi-factored assessment procedures.

c. Is in the general intelligence range of 50 through 80 as determined through an individual examination by a qualified school psychologist.

d. Cannot meet the academic and social behavioral expectations of the regular instructional program in that school because of a significant performance deficit in the basic educational areas as determined through an educational assessment that includes standardized test and/or classroom observational data which indicates a long term need for a modified educational program.

C. Assessment and Placement

1. The superintendent of the school district of attendance is responsible for the assignment of pupils to approved units.
2. The school district shall have written criteria to determine eligibility for, and placement of, students in approved programs and services. Such criteria shall include:
   - a. Standards adopted by the State Board of Education.
   - b. Assessment of achievement, adjustment and social adaptability.
   - c. Provisions for including additional criteria, when relevant, to the unique characteristics of the school populations.
   - d. Priorities to establish placement of students on the basis of the individual student's need.
   - e. Process for providing an opportunity for a conference with parent(s) or guardian(s) prior to placement of any student in approved programs or services.
   - f. Provisions for a systematic procedure to re-evaluate students in approved programs to assess their progress, current status and future educational needs.

D. Comprehensive Program and Services

1. The school district shall have a comprehensive plan for special education approved by the State Board of Education.
   - a. A comprehensive program shall consist of instructional services at early elementary, intermediate, junior high school and senior high school levels.
   - b. A comprehensive program shall provide for supervision and the services of a speech and hearing therapist, school psychologist, and work-study coordinator.

c. A comprehensive program shall provide the following options for eligible students based on assessed needs:
  (1) Instruction in academic areas by the special class teacher.
  (2) Participation with the general student body in selected school activities, such as home room and assemblies.
  (3) Participation with the general student body in selected non-academic subjects.
  (4) Instruction in selected academic areas with general education teachers provided that:
    (a) The assessment of the student indicates his functioning level to be comparable to the level of academic placement in the skill area.
    (b) The placement shall be according to a written plan for the student indicating specific objectives to be reached as a result of the assignment, length of time the assignment is to continue, and process for re-evaluation.

d. Additional program options may be approved on the basis of guidelines adopted by the State Board of Education.

2. Two or more school districts may cooperate in providing any or all components of a comprehensive program.

E. Class Size and Age Range

1. The minimum ADM for one *elementary or junior high* instructional unit shall be 12 eligible students and the maximum ADM shall be 18 students.
2. The maximum age range for *elementary or junior high* instructional units shall be 48 months.
3. The minimum ADM for one *high school* instructional unit shall be 14 eligible students and the maximum shall be 22 students.
4. The maximum age range for *high school* instructional units shall be 60 months.

F. Housing, Facilities, Equipment and Materials

1. The special education unit shall be housed in a regular school building housing children of comparative school age.
2. The classroom facility shall be located in the same section of the building housing children of comparable school age, and shall be of comparable size and appearance and contain comparable equipment.

3. In schools where two or more teachers of educable mentally retarded children are assigned, instruction may be organized in a departmentalized or team-teaching manner.
   a. This may incorporate age ranges of more than one level, i.e., early elementary and intermediate.
   b. Students shall not be moved from school buildings housing their peer group in general education in order to implement this type of organization.
   c. The primary educational responsibility for each child shall remain with the special teacher.
4. There shall be adequate materials appropriate for the age and developmental ability and handicaps of the students in these units.

G. Educational Programs

1. The instructional program should provide each student with academic, social and occupational skills leading to independence as an adult.
   a. The school district shall maintain written measurable educational objectives for each level of instruction and for each of the skill areas: academic, social and occupational.
   b. The objectives at the high school level shall include the minimum requirements for graduation as established by the Ohio High School Standards.
   c. The work-study phase of the high school program shall be an integral part of the total curriculum for these students, and should provide each student with:
      (1) Planned objectives leading to one or more occupational skills.
      (2) Opportunity for practical work experience and/or occupational skill training.
   d. Students should be provided instruction in physical education, home economics, industrial arts, and driver's training by specialists in these subjects. Course work should be adjusted to the abilities of each student with the assistance of qualified teachers and supervisors of the educable mentally retarded.
   e. Student progress shall be individually assessed in accordance with these objectives.
      (1) There shall be evidence of the assessment process for each child receiving instruction in these units.

(2) There shall be evidence of planned written progress reports to parents.

2. There shall be evidence of written procedures to re-assess educational objectives systematically at least every five years in light of analysis of the needs of the handicapped children in the program.

3. Teachers of full time approved units shall not be assigned to instruct non-eligible children as part of their responsibilities.

4. The primary responsibility for the educational instruction of each educable mentally retarded child placed with the unit shall remain with the special teacher for the duration of placement.

5. Each special teacher shall have the equivalent of one special education unit as a full time assignment. While not all EMR students remain with the special teacher all day, the responsibility shall be determined a full time one. However, the special teacher may be assigned to other non-instructional school responsibilities on the same basis as the general teaching staff.

6. All placement and evaluation records for each child shall be available to the classroom teacher of those units.

H. Supervisory and Other Support Staff

1. *Supervisory Units*:
   - a. May be approved for a minimum of 30 approved teacher and work-study units or 450 eligible students in the program.
     - (1) In a single school district, may serve a maximum of 50 teacher and work-study units or 700 eligible students.
     - (2) In two or more school districts, may serve a maximum of 40 classroom and work-study units or 625 eligible students.
   - b. Shall be responsible for:
     - (1) Program evaluation for the purpose of identifying program strengths and needs.
     - (2) The development and implementation of strategies to strengthen those areas of need.
   - c. Shall be provided office space, secretarial assistance and telephone usage.
2. *Work-Study Coordinator Units*:
   - a. In a single district may be approved for a minimum of 75 eligible high school students in grades nine through twelve.

b. Serving two or more school districts may be approved for a minimum of 55 eligible high school students in grades nine through twelve.

c. Shall show written evidence of providing occupational evaluation and facilitating occupational development, work experience and training for eligible students.

d. Shall be provided office space and telephone usage.

3. *Teacher Aides*

a. EMR units may utilize the services of aides possessing a valid educational aide permit as defined in Section 3319.088 of the Revised Code.

b. The school district shall have written policies and procedures outlining:

(1) Criteria for staff selection.

(2) A planned sequence of continuing education.

(3) The process for direct continuing supervision and evaluation of the services of such personnel.

(4) A job description of the role and function and the administrative relationship.

I. Qualifications

1. The *teacher* of classroom units shall meet all the requirements for certification of teachers of educable mentally retarded children as established by the State Board of Education.

2. The *supervisor* of programs for the educable mentally retarded shall meet the following qualifications:

a. Hold a supervisory certificate.

b. Show evidence of at least three years' teaching experience in approved classes for the educable mentally retarded, or an equivalent experience which is approved by the Division of Special Education.

3. The work-study coordinator shall show evidence of at least three years' teaching experience in approved classes for educable mentally retarded children, one of which shall have been at the high school level, or an equivalent experience.

EDb-215-08 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR SPEECH, LANGUAGE, AND HEARING SERVICES (SPEECH DISORDERS, COMPREHENSIVE AND EXPRESSIVE LANGUAGE DISTURBANCES, VOICE DISORDERS, STUTTERING, AND HEARING DEFICITS)

A. General

1. A special education unit or fractional unit may be approved for speech, language and hearing services only within these standards.

2. A special education unit may be approved outside these standards to evaluate new instructional methodology and/or alternative procedures related to speech, language and hearing services, including audiologic services.

   A school district wishing approval for such a unit shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementation.

   The application shall include:

   Rationale for the project
   Definition of target population
   Projected staffing ratios
   Description of facilities
   List of materials and equipment
   List of measurable objectives at the administrative, program, therapist, and child levels.

   An annual evaluation of the objectives shall be submitted by July 1 in accordance with a format provided by the Division of Special Education.

3. One special education unit in speech, language and hearing services may be approved for the first 2,000 children in ADM.

4. One special education unit in speech, language and hearing services may be approved for each additional 2,500 children in ADM.

5. One unit in speech, language and hearing services may be approved as a supervisory unit.

6. Two or more districts may arrange cooperatively for a speech, language and hearing services unit or supervisory unit.

B. Eligibility, Assessment and Placement

1. Any child of legal school age who has speech, language or hearing problems is eligible.
2. The bases for selection and placement of children for speech, language and hearing therapy services shall be made by the therapist and include:
   a. Diagnostic speech evaluation, including observation of the speech structures; audiometric evaluation within the first six weeks of initiating therapy; language assessment when indicated; and psychological services as required.
   b. General examination by the school or family physician when indicated; and referral of children with voice problems of organic etiology through the physician to an otolaryngologist.
   c. Therapy for myofunctional (e.g., tongue thrust) disorders, in the absence of concurrent speech disorders, should be initiated only after all children with identified speech, hearing and language disorders have received necessary intervention.
3. The bases of selection of children for speech-reading (lipreading) and auditory training shall be:
   a. Individual audiometric evaluation; otological examination, with a copy of the report filed with the case materials; and assessment of speech-reading ability.
4. The school district shall have written criteria to determine eligibility for, and placement of, students in the program authorized by this standard. Such criteria shall include:
   a. Standards adopted by the State Board of Education.
   b. Provisions for including additional criteria, when relevant, to the unique characteristics of the school population.
   c. Additional criteria that may be useful in determining eligibility for placement.
   d. A process for informing the parent(s) or guardian(s) of the program prior to placement of any student in speech, language or hearing therapy.
   e. Priorities to establish selection of students on the basis of individual need.

C. Comprehensive Program and Services

1. The school district shall have a comprehensive plan for special education approved by the State Board of Education.

a. A comprehensive program shall include appropriate services at the primary, intermediate, junior high and senior high levels, appropriate supervision and additional supportive services.

b. The following is the general organization for delivery of services to speech, language and hearing handicapped children based upon their assessed needs:

   (1) Class size shall be limited to five students or less.

   (2) Class periods shall ordinarily not be less than one-half of one regular school period, unless precision therapy is utilized.

   (3) Adequate records of all students screened, placed on waiting list, currently on active caseload, and those dismissed from therapy services shall be maintained.

   (4) Children should not be dismissed from therapy services before terminal criteria based on specific instructional objectives are achieved.

   (5) Periodic assessment of children dismissed from therapy shall be made over a two-year period.

   (6) Up to twenty percent of the time of the speech, hearing and language services staff may be assigned to work with regular or special educators and their students for purposes of prevention or remediation of communication problems.

   (7) Up to one half day per week may be allocated for coordination of the program; parent, staff and agency conferences concerning individual students; staff development activities; and related follow-up.

c. The following are the scheduling options for the speech, language and hearing program:

   (1) *Traditional Method of Scheduling*

      (a) The number of centers in which a speech, language and hearing services unit is employed should be determined by the enrollment of the building and needs of the children. Not more than four centers per unit is recommended, and the maximum shall be five at a given time for one full time therapist.

      (b) Elementary children shall be enrolled for a minimum of two periods weekly, and high school students shall be enrolled for a minimum of one period a week.

- (c) Children may be seen less frequently to provide appropriate reinforcement and follow-up during the transfer and maintenance stages of therapy.

(2) *Intensive Cycle Method of Scheduling*

- (a) The speech, language and hearing therapist shall schedule at least four one-half days per week in each center. One-half day per week should be used to follow-up cases in previous cycles where continued reinforcement is indicated.
- (b) Each speech center shall be scheduled for a minimum of two to a maximum of four cycles per year, and the length of each cycle shall be a minimum of five to a maximum of 10 consecutive weeks.
- (c) The individual intensive cycles scheduled at a particular center shall alternate with time blocks in other centers.
- (d) The first intensive cycle scheduled at each center should be longer to provide sufficient time for case-finding and initiating the program.
- (e) In programs where there are numerous small centers, intensive cycle scheduling should be considered the most efficient approach.

(3) *Combination of Scheduling Methods*

- (a) A combination of the intensive cycle and traditional methods may be scheduled.

2. Additional program options may be approved on the basis of guidelines adopted by the State Board of Education.

D. Class Size

1. Active caseload shall range from a minimum of sixty to a maximum of 110 students. When precision therapy is utilized, the caseload shall be modified accordingly.
2. Caseloads approaching sixty cases shall have at least thirty percent of the children with language disorders, multi-handicapped conditions, or auditory difficulties requiring intensive treatment.
3. Caseloads approaching 110 active cases shall have students whose speech, language or hearing disabilities lend themselves to larger group work or more rapid remediation.

E. Housing, Facilities, Equipment and Materials

1. A quiet, adequately lighted and ventilated room with an electrical outlet shall be provided in each center for the exclusive use of the speech, language and hearing therapist, during the times scheduled at the center.
2. The space in each center shall have one table with five medium size chairs, one teacher's chair, one bulletin board, one permanent or portable chalkboard, and one large mirror mounted so that the therapist and students may sit before it.
3. School districts shall make available one portable individual pure tone audiometer for the use of the speech, language and hearing therapist. The audiometer should be calibrated annually, and shall be calibrated at least once every three years to American National Standards Institute specifications.
4. School districts shall make available one portable tape recorder for the use of each speech, language and hearing therapist.
5. School districts shall make available one portable auditory training unit, or a similar instrument, for the use of each speech, language and hearing therapist.
6. Each speech, language and hearing therapist shall have access to a locked file, a private office, a telephone and appropriate secretarial services.

F. Educational Programs

1. Student progress shall be individually assessed in accordance with the following procedures:
    a. There shall be evidence of the assessment process for each child receiving speech, language and hearing therapy.
    b. There shall be evidence of planned, written progress reports to parents.
2. Speech, language and hearing therapists shall not be assigned to instruct children not eligible for the class as part of their responsibilities.

G. Supervisory and Other Support Staff

1. *Supervisory Units*
    a. A supervisory unit may be approved to provide speech, language and hearing supervisory services for technical assistance, program management and program evaluation.
    b. Each supervisory unit shall be responsible for program eval-

uations which shall assist in identifying program strengths and needs, and lead to the development and implementation of strategies designed to facilitate program growth.

c. Each supervisory unit shall be provided with office space, secretarial assistance and telephone usage.

d. One supervisory unit may be approved for each 20 approved speech, language and hearing units.

2. *Teacher Aides and Volunteers*

   a. School speech, language and hearing therapists may utilize the services of aides possessing a valid educational aide certificate, as defined in Section 3319.088 of the Revised Code, or volunteers, provided that the school district has written policies and procedures outlining:

      (1) Criteria for staff selection.

      (2) A planned sequence of continuing education.

      (3) The process for direct continuing supervision and evaluation of the services of such personnel by speech, hearing and language staff.

      (4) A job description of the role and function and the administrative relationship.

H. Qualifications

1. A *speech, language and hearing therapist* shall meet all the requirements for certification as established by the State Board of Education for this specialization.

2. A *supervisor* of speech, language and hearing services shall meet the following qualifications:

   a. Hold certification as speech, language and hearing therapist

   b. Hold a supervisory certificate

   c. Show evidence of at least three years' teaching experience in approved speech, language and hearing therapy units, or an equivalent experience approved by the Division of Special Education.

EDb-215-09 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR SCHOOL PSYCHOLOGICAL SERVICES (CHILD STUDY)

A. General

1. A special education unit or fractional unit may be approved for a school psychologist only within these standards.

2. A special education unit may be approved outside these standards to evaluate new methodology, and/or alternative procedures in school psychology.

   A school district wishing approval for such a unit shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementation.

   The application shall include:

   Rationale for the project
   Definition of target population
   Performance objectives
   Implementation strategies
   Evaluative criteria and procedures
   List of measurable objectives at the child, teacher, program and administrative levels.

   An annual evaluation report of the objectives shall be submitted by July 1 in accordance with a format provided by the Division of Special Education.

3. One special education unit may be approved for each 3,000 children in ADM.

4. A special education unit may be approved for the purposes of supervision of the school psychology program.

5. Two or more districts may arrange cooperatively for school psychological or supervisory services.

B. Eligibility

1. The population eligible for school psychological services includes all children identified as or thought to be handicapped; children in regular school programs, and their parents; and educational services personnel who need assistance in modifying or implementing instructional strategies.

C. Comprehensive Services to the Educational Program

1. The school district shall have a comprehensive plan for special education approved by the State Board of Education.

2. The school psychologist shall be assigned as a staff person and consultant in an advisory and leadership role, and shall not assume authority or responsibility for the operation of the school program.

3. The primary responsibility of the school psychologist shall be the development of a comprehensive program which involves

screening to identify students with difficulties; individual diagnosis and remediation; individual and group work; staff development programs for school and related personnel; and strategies for classroom management, instructional methodology and crisis intervention, designed to assist the school in determining appropriate educational options for children.

4. The primary function of the school psychologist shall be the intensive study and planned services to children, teachers and parents based on a differentiated referral system which includes child-study, scheduled parent and teacher conferences, psychological report writing and planning, implementing and monitoring intervention strategies.
5. The case load for comprehensive school psychological services should approximate 100-350 children, their parent(s) and appropriate school personnel. The case load shall include problems and activities relating to placement, learning difficulties, behavior, developmental teaching, classroom management and parent and family relations.
6. The school psychologist may serve as a consultant to the schools in the development of in-service activities; educational evaluation and accountability procedures; personnel policies; curriculum; mental health, special education and assessment strategies which appropriately account for the varying background of students.
7. The school psychologist shall effectively and appropriately utilize child-study techniques, including:
    a. A variety of recognized individual tests of ability.
    b. Individual measures to determine academic performance, social and behavioral adaptability, and perceptual-motor problems.
    c. Criterion reference instrumentation, interviewing and observational techniques.
    d. Projective procedures.
8. All comprehensive individual studies shall be accompanied by concise written reports which include identifying data, reason for referral, interpretation of observational and assessment data, planned systems for teaching and reinforcement, specific recommendations for intervention, remediation and follow-up with the child, teacher and/or parent.
9. The school psychologist shall maintain an organized confidential child-study file containing all pertinent data relating to the

children referred. The findings shall be treated as confidential information and only those personnel who have a legitimate reason for seeing the child's records shall be allowed to do so.

10. A bulletin to structure school psychological services shall be prepared which includes role and function, as well as school policies relating to confidentiality of information, communication with parents at each level of the assessment and placement process, staff relationship and differentiated referral and reporting procedures.
11. Additional program options may be approved on the basis of guidelines adopted by the State Board of Education.

D. Housing, Facilities, Equipment and Materials

1. The majority of the school psychologist's activities with children, teachers and parents shall be conducted within the local school buildings.
2. Appropriate office space for private consultation, secretarial services, office equipment and materials shall be provided.
3. Specialized materials and assessment instruments may be shared on a multi-district basis.

E. Supervisory and Other Support Staff

1. A supervisory unit may be approved for each 15 approved units in school psychology to provide technical assistance, program management and program evaluation.
2. The professional activities of the school psychologist shall be reviewed with the school psychologist on an established basis. Reviews shall assist in identifying program strengths and needs, and lead to the development of implementation strategies designed to facilitate program growth.
3. Each supervisor shall be provided with office space, materials, equipment and telephone.

F. Teacher Aides and Volunteers

1. The school psychology program may utilize the services of volunteers and of aides possessing a valid educational aide permit as defined in Section 3319.088 of the Revised Code, to implement the recommendations of the school psychologist, provided that the school district has written policies and procedures outlining:
    a. Criteria for selection.

b. A planned sequence of continuing education.

c. The process for direct continuing supervision and evaluation of the services of such personnel by school psychologists.

d. A job description of the role and function and the administrative relationship of such personnel, which shall be written as performance objectives.

G. Qualifications

1. All school psychology units shall be staffed by personnel certified as school psychologists by the Ohio Department of Education under standards approved by the State Board of Education.
2. A supervisor of school psychological services shall hold the following qualifications:
   a. Hold certification as a school psychologist.
   b. Hold a supervisory certificate.
   c. Show evidence of at least three years of experience as a school psychologist or an equivalent experience approved by the Division of Special Education.

H. Supervised Experience in School Psychology

1. *General*

   a. A special education unit may be approved for the supervised experience in school psychology only within these standards.

   b. A special education unit for the supervised experience in school psychology may be approved for experimental, demonstration or research purposes to explore new techniques or procedures in training school psychologists.

   c. The special education unit for the supervised experience in school psychology shall be staffed by an individual who has completed all state requirements excluding the supervised experience and is certified by the Division of Teacher Education and Certification in a program administered cooperatively through the employing school district, the supervising university, and the Division of Special Education.

   d. The special education unit shall be approved only for those individuals planning to provide at least one year of service as a school psychologist in the schools of Ohio subsequent to completion of the supervised experience.

   e. The employing school district shall be approved as a training center on a three year basis by the Division of Special Education, provided that the supervising staff and program are maintained at least at the same level.

f. The supervising university shall have a school psychology training program approved by the Division of Teacher Education and Certification.

2. *Organization*

   a. The supervised experience in school psychology shall be organized under guidelines approved by the Division of Special Education.

3. *Multiple Training Centers*

   a. Multiple training centers for the supervised experience may be established with the annual approval of the Division of Special Education under State Board of Education Standards 09-(H), *Supervised Experience in School Psychology*.

   b. There should be at least one more full-time certified school psychologist than the number of individuals assigned to the school district for the supervised experience.

   c. One certified school psychologist shall be assigned the specific responsibility for training and supervision of the supervised experience in school psychology, and shall be given released time from other duties for these activities.

EDb-215-10 PROGRAM STANDARDS FOR TRANSPORTATION OF HANDICAPPED CHILDREN

A. Physically Handicapped

1. *Definition*

   The term "physically handicapped" shall apply to this section as hearing impaired, visually impaired, crippled, severe and/or multiple impairments, learning and behavioral disabilities and severe behavioral handicaps as defined in State Board of Education Standards, EDb-215, Sections 01, 02, 03, 04, 05 and 06.

2. *Eligibility*

   a. Reimbursement for transportation may be approved for physically handicapped children (State Board of Education Standards EDb-215, Sections 01, 02, 03, 04, 05, 06) attending a special class program approved by the Division of Special Education.

   b. Reimbursement for transportation may be approved for physically handicapped children (State Board of Education Standards, EDb-215, Sections 01, 02, 03, 04) attending a regular class in public or non-public school.

c. Reimbursement for transportation to regular class for less than two months' duration shall not be approved by the Division of Special Education.

3. *Reimbursement*

a. *Board Owned or Board Operated Vehicles*

The Division of Special Education may approve for reimbursement the actual cost of transportation up to $3 per day per child in ADM and one-half of the actual cost in excess of $3 per day for children being transported on a board owned or board operated vehicle.

b. *Privately Owned Vehicles*

The Division of Special Education may approve for reimbursement the actual cost of transportation up to $3 per day per child in average daily membership and one-half of the actual cost in excess of $3 per day for children being transported on a privately owned vehicle.

c. *Public Transportation*

The Division of Special Education may approve for reimbursement the actual cost of transportation up to $2 per day per child in ADM and one-half of the actual cost in excess of $2 per day for children being transported by public transportation.

d. *Reimbursment*

Reimbursement claims for transportation shall be submitted by August 1 of each year on the designated claim forms to the Division of Special Education.

4. *Data to be on File in School District*

a. *Vehicle*

(1) *Board Owned or Operated Vehicles*

(a) Evidence that the driver is a licensed operator (chauffeur).

(b) Evidence that the vehicle has passed an annual Highway Patrol road safety inspection and is licensed as a county or city vehicle.

(c) Evidence that the Board of Education has insurance coverage equal to that provided for regular school buses.

(2) *Privately Owned Vehicle*

(a) A privately owned vehicle utilized to transport a pupil of the family is not subject to regulation other than that required by state law.

(b) Privately owned vehicles for transportation of pupils other than family members shall have:

  (i) Evidence that the driver holds a current Ohio chauffeur's license.

  (ii) Evidence that the vehicle has passed an annual Highway Patrol road safety inspection.

  (iii) Evidence that the vehicle is insured by the owner.

b. *Student*

(1) For those physically handicapped students attending a regular public school or non-public school there must be on file medical evidence from a physician that the student is physically unable to attend school without the aid of special transportation.

(2) No medical evidence is needed for transportation of those students enrolled in Division of Special Education approved classes for hearing impaired, visually impaired, crippled, severe and/or multiple impairments, and learning and behavioral handicaps as defined in State Board of Education Standards—01, 02, 03, 04, 05 and 06.

EDb-215-11 PROGRAM STANDARDS FOR INDIVIDUAL INSTRUCTIONAL SERVICES

A. Home Instruction for Physically Handicapped

1. *General*

a. The superintendent of schools or his designated representative is responsible for providing home instruction services.

b. A child shall be examined medically on a yearly basis and recommended for home instruction.

c. A child with a progressive or long-term illness shall be examined medically on a three-year basis and recommended for home instruction.

d. The local school shall keep accurate records on grades of students on home instruction.

e. The teacher employed by a board of education for home instruction shall hold an Ohio Teaching Certificate appropriate for the level of instruction to which the assignment for home instruction is made.

2. *Eligibility*

   Reimbursement for home instruction or telephone instruction services may be approved for children who are:

   a. Physically unable to attend regular classes or crippled classes even with the aid of transportation.
   b. Of legal school age.
   c. Capable of profiting from a formal educational program.

3. *Reimbursement*

   a. The Division of Special Education may approve reimbursement for home instruction for physically handicapped at an approved hourly rate of one-half the actual cost.
   b. The Division of Special Education may approve reimbursement of telephone instruction at one-half of the cost of installation services; one-half of the monthly service charge; and one-half of the cost of one hour of instruction per week by a qualified teacher.
   c. Reimbursement for home instruction services may be approved for one hour for each day a child is physically unable to attend school. The total number of hours shall not exceed the total number of days the school district is legally in session.
   d. Reimbursement for home instruction services shall be made for all eligible children receiving a minimum of 20 hours of home instruction on a short term or intermittent basis.
   e. The Division of Special Education will reimburse school districts for eligible services from the date that home instruction began during that school year.
   f. Reimbursement claims for home instruction shall be submitted by August 1 of each year on the designated claim forms.

4. *Data to be on File in the School District*

   a. Evidence of ability to profit from an educational program is required.
   b. The medical evidence from the physician that the student's physical condition is serious enough to preclude school attendance.

c. Telephone home instruction shall have the same medical requirements as regular home instruction.

B. Home Instruction for Children with Severe Behavioral Handicaps (Emotionally Disturbed)

1. *General*
   a. The superintendent of schools or his designated representative shall sign all applications for home instruction.

   b. Payment shall not be made for students receiving less than twenty hours of instruction during the school year.

   c. A child shall be examined medically and recommended for instruction each year.

   d. An application for renewal for this service will be made available to those children who meet these standards and whose performance continues to show measurable improvement.

   e. This service shall not be approved for a period in excess of two school years.

   f. The local school shall keep accurate records of attainment of students in home instruction. These records shall be available to the Division of Special Education upon request.

   g. The teacher employed by a board of education for home instruction shall hold an Ohio teaching certificate appropriate for the level of instruction to which the assignment for home instruction is made.

   h. Home instruction may be approved for one hour of each day a child is unable to attend school due to a severe behavioral handicap. The total number of hours shall not exceed the total number of days the school district is legally in session.

2. *Eligibility*

   Reimbursement for home instruction for Severe Behavioral Handicaps (State Board of Education Standards—06) may be approved under one of the following criteria:

   a. There is no immediate appropriate special class placement available.

   b. A current educational assessment indicates that the student cannot remain in a regular class and progress satisfactorily with his peers in all educational and social areas.

c. The student is capable of benefiting from individualized academic programs and is receiving treatment services.

3. *Reimbursement*

a. The Division of Special Education will reimburse the local school district for the services of the teacher at an approved hourly rate of one-half of the actual cost.

b. The Division of Special Education will reimburse local school districts for approved services from the date that home instruction began during the school year for which approval was granted.

4. *Data to be Submitted*

a. All applications must be completed in duplicate and submitted to the Division of Special Education.

b. Reimbursement claims for all approved individual instruction shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

C. Supplemental Tutoring for Learning and Behavioral Disabilities

1. *General*

a. The superintendent of schools or his designated representative shall sign all applications for individual tutoring. Applications shall be made on an individual basis.

b. Individual instruction may be approved for those children whose academic and/or social behavioral performance should show a measurable improvement through short-term, intensive tutoring instruction.

c. This service shall be approved only for periods when the school is in regular session and shall be rendered in a school building during a portion of the regular school day.

d. A group of two children may be considered for service concurrently from the same tutor if medical, psychological, social and academic data require a similar individualized academic plan of intervention.

e. Children approved for services may receive individual instruction for a maximum of 60 minutes per day, five days per week. The amount of instruction will be dependent upon the amount of time and frequency as specified in the academic plan of intervention.

f. The total number of hours of individual instruction shall not exceed the total number of days the school district is legally in session.

g. A yearly renewal for this individual service will be made available to those children who meet eligibility and whose academic and social performances continue to show measurable improvement.

h. The teacher employed by the Board of Education for such instruction shall hold an Ohio Teaching Certificate and additional training as defined in guidelines adopted by the Department of Education.

i. Adequate facilities, materials and equipment shall be made available to the tutor.

2. *Eligibility*

Reimbursement for individual tutoring for children with learning and behavioral disabilities (State Board of Education Standards EDb-215-05) may be approved under one of the following criteria:

a. There is no immediate appropriate special class placement available.

b. The child has received instruction in an approved special education unit for children with learning and behavioral disabilities and has been returned to a regular classroom program.

c. A current educational assessment indicates that the child can remain in a regular class and progress satisfactorily with his peers in all educational and social areas with the assistance of tutoring services.

3. *Reimbursement*

a. The Division of Special Education will reimburse the local school district for the services of the tutor at an approved hourly rate of one-half of the actual cost.

b. The Division of Special Education will reimburse local school districts for approved services from the date that supplementary tutoring began during that school year for which approval was granted.

4. *Data to be Submitted*

a. All applications must be completed in duplicate and submitted to the Division of Special Education or its designated representative.

b. Reimbursement claims for all approved individual instruction shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

D. Supplemental Tutoring for Hearing Impaired

1. *General*

   a. The superintendent of schools or his designated representative shall sign all applications for reimbursement of individual tutoring for hearing impaired children. Applications shall be made on an individual basis.

   b. Reimbursement for individual tutoring for hearing impaired children shall be approved for a specific number of hours per week which will depend upon the age of the child, the level of instruction, nature and degree of the hearing loss, and the child's ability to profit substantially from the instruction.

   c. Approval of reimbursement for individual tutoring for hearing impaired children shall be for the current school year or portion thereof only. Application must be made each school year for as long as the services are to be provided for a child.

   d. Reimbursement for this service shall be approved only for periods when the school is in regular session and shall be rendered in a school building during a portion of the regular school day.

   e. The teacher employed by a board of education for individual tutoring shall hold an Ohio teaching certificate appropriate for the level of instruction to which assignment for tutoring is made.

2. *Eligibility*

   Reimbursement for individual tutoring for hearing impaired children (State Board of Education Standard—01) may be approved under one of the following criteria:

   a. There is no immediate appropriate special class placement for the child available.

   b. The child has received instruction in an approved special education unit for hearing impaired children and has been returned to a regular school program.

c. A current educational assessment indicates that the child can remain in a regular class and progress satisfactorily with his peers in all educational areas, including written and oral language, with the assistance of tutoring services and the provision of speech, hearing, and language services.

d. The child is unable to attend school for a full day due to a physical problem in addition to the hearing loss.

e. The child is evaluated by the educational clinic team, and the review committee recommends approval of individual tutoring.

3. *Reimbursement*

a. The Division of Special Education may approve reimbursement for individual tutoring for hearing impaired children at an approved hourly rate of one-half of the actual cost.

b. The approval for individual tutoring shall not exceed five hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

c. The Division of Special Education will reimburse local school districts for approved services from the date that supplemental tutoring began during that school year for which approval was granted.

4. *Data to be Submitted*

a. All applications for individual tutoring for hearing impaired children shall be completed and submitted in duplicate to the Division of Special Education.

b. Reimbursement claims for all approved tutoring for hearing impaired children shall be submitted by August 1 of each school year to the Division of Special Education on the designated claim forms.

E. Supplemental Tutoring for Visually Impaired Children

1. *General*

a. The superintendent of schools or his designated representative shall sign all applications for reimbursement of individual tutoring for visually impaired children. Applications shall be made on an individual basis.

b. Reimbursement for individual tutoring for visually impaired children shall be approved for a specific number of hours which will depend upon the age of the child, the level of instruction, the nature and degree of the visual loss, and the child's ability to profit substantially from the instruction.

c. Approval of reimbursement for individual tutoring for visually impaired children shall be made for the current school year or portions thereof only. Application must be made each school year as long as the service is to be provided for the child.

d. Reimbursement for this service shall be approved only for periods when the school is in regular session and shall be rendered in the school building during a portion of the regular school day.

e. The teacher employed by the Board of Education for individual tutoring shall hold an Ohio Teaching Certificate appropriate for the level of instruction to which assignment for tutoring is made.

2. *Eligibility*

Reimbursement for individual tutoring for visually impaired children (State Board of Education Standards—03) may be approved under one of the following criteria:

a. There is no immediate appropriate special class placement for the child available.

b. The child has received instruction in an approved special education unit for visually impaired children and has been returned to a regular school program.

c. A current educational assessment indicates that the child can remain in a regular class and progress satisfactorily with his peers in all educational areas, with the assistance of tutoring service and/or reader service.

d. The child is unable to attend school for the full day due to a physical problem in addition to the visual impairment.

e. The child is evaluated by the educational clinic team and the review committee recommends approval of individual tutoring.

3. *Reimbursement*

a. The Division of Special Education may approve reimbursement for individual tutoring for visually impaired children at an approved hourly rate of one-half the actual cost.

b. The approval for individual tutoring shall not exceed five hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

c. The Division of Special Education will reimburse local school districts for approved services from the date that supplemental tutoring began during that school year for which approval was granted.

4. *Data to be Submitted*

a. All applications for reimbursement for individual tutoring for visually impaired children shall be completed and submitted in duplicate to the Division of Specal Education.

b. Reimbursement claims for all approved tutoring for visually impaired children shall be submitted by August 1 of each school year to the Division of Special Education on designated claim forms.

F. Experimental Individual Instructional Services

1. *General*

a. Special education individual instruction services may be approved outside these standards to evaluate new instructional methodology and/or alternative procedures for educating handicapped children.

A school district requesting approval for such services shall submit a written proposal to the Division of Special Education and receive written authorization in advance of implementation:

The application shall include:
Rationale for the experimental service
Definition of the target population
Assessment and placement procedures
Description and needed facilities
List of materials and equipment
List of measurable objectives at the administrative, program, teacher, and child levels

An annual evaluation of the objectives shall be submitted by July 1 in accordance with a format provided by the Division of Special Education.

b. Additional program options may be approved on the basis of guidelines adopted by the State Board of Education.

2. *Reimbursement*

The Division of Special Education may approve reimbursement under this section at an approved hourly rate.

EDb-215-12 PROGRAM STANDARDS FOR INDIVIDUAL SUPPLEMENTAL SERVICES FOR HANDICAPPED CHILDREN

A. Boarding Homes for Physically Handicapped

1. *General*

   a. The superintendent of schools or his designated representative shall sign all applications for reimbursement for boarding homes.

   b. Applications for reimbursement for children being considered for boarding home placements must be submitted by the superintendent of the school district in which the child legally resides or the superintendent of the district which maintains a special education program if this district advances payment for the boarding home.

   c. The responsibility for finding boarding homes shall not be assumed by school personnel nor by the parents. This responsibility is vested in the Ohio Department of Public Welfare.

   d. The placement of children in or the changing of children from one licensed boarding home to another shall be the responsibility of the Ohio Department of Public Welfare.

2. *Eligibility*

   a. A physically handicapped child (State Board of Education Standards—01, 02, 03, 04, 05) who resides in a school district that does not maintain a special education program to meet his needs may attend school in another school district where such a program is available.

   b. When a physically handicapped child attends a special education class in a school district other than that of his residence, he *may* be boarded (if the distance from one district to the other is too far for the child to be transported daily) and the cost of such board may be reimbursed if approved in advance by the Division of Special Education.

   c. The criteria for approval of children for boarding home placement shall be determined upon:

      (1) The availability of appropriate special education programs.

      (2) The travel distance involved.

(3) The physical, mental, and social readiness of the child to adjust to a boarding home.

(4) The availability of licensed boarding homes in the school district providing the special education program.

3. *Reimbursement*

The Division of Special Education may approve for reimbursement a rate of $25 for a five-day week and a rate of $30 for a seven-day week in a licensed boarding home.

4. *Data to be Submitted*

a. The school district that advances payment for the boarding home shall submit the appropriate forms to the Division of Special Education.

b. Reimbursement claims for all approved boarding homes shall be completed on the designated claim forms and submitted to the Division of Special Education not later than August 1 of each year.

B. Student Reader Service for Visually Impaired Children

1. *General*

a. The superintendent of schools or his designated representative shall sign all applications for reader service for visually impaired children. Application shall be made on an individual basis.

b. Approval for reader service for visually impaired children shall be for the current school year or portion thereof only. Applications must be made each school year for as long as the service is to be provided for the child.

c. The student reader employed by the Board of Education shall be chosen by the superintendent of schools or the principal of the school in which the service is given. He shall be supervised by the principal or a teacher designated by the principal.

2. *Eligibility*

Reimbursement for reader service for visually impaired children (State Board of Education Standards—03) may be approved for children in the sixth grade and above who are visually unable to meet reading requirements of their grade level.

3. *Reimbursement*
    a. The Division of Special Education may approve reader service at a rate in accordance with current minimum wage.
    b. The approval for reader service shall not exceed ten hours per week. The total number of weeks shall not exceed the total number of weeks the school district is legally in session.

4. *Data to be Submitted*
    a. All applications for reader service for visually impaired children shall be completed and submitted in duplicate to the Division of Special Education. One copy of the following reports should be submitted with each application.
        (1) A report of a current eye examination by a qualified examiner to show type and extent of child's visual impairment.
        (2) Current report of the child's school progress and achievement.
    b. Reimbursement claims for all approvals for reader services for visually impaired children shall be submitted by August 1 of each school year to the Division of Special Education on designated claim forms.

C. Guide Service

1. The Division of Special Education may approve for reimbursement guide service for visually impaired children (State Board of Education Standards—02). Reimbursement for this service will be the actual cost up to one hour per day of the current minimum wage.
2. Reimbursement claims for all approvals for guide services for visually impaired children shall be submitted by August 1 of each school year to the Division of Special Education on designated claim forms.

D. Attendant Service

1. The Division of Special Education may approve for reimbursement attendant service for crippled children (State Board of Education Standards—02). Reimbursement for this service will be the actual cost up to one hour per day of the current minimum wage for each three students enrolled in public school program.

2. Reimbursement claims for all approvals for attendant services for crippled children shall be submitted by August 1 of each school year to the Division of Special Education on designated claim forms.

EDb-215-13 PROGRAM STANDARDS FOR LEGAL DISMISSAL FROM SCHOOL ATTENDANCE

A. General

1. All dismissals shall be approved by the State Superintendent of Public Instruction within the standards adopted by the State Board of Education.
2. A child approved for dismissal in accordance with these standards cannot legally be admitted to the public schools of this state while the dismissal is in force.
3. A dismissal may be revoked by the State Superintendent upon receipt of a written request from the school district in which the child resides.
4. A dismissal may be revoked by the State Board of Education when good cause is shown.

B. Eligibility

1. *Compulsory School Age*

   Approval of dismissals will be granted *only* for children who are of compulsory school age. (Chronologial age between 6 and 18 years.)

2. *Children Under Calendar Age 10 years,*
   Intelligence Quotients Below 50
   Dismissals of children within this range may be approved on a temporary basis for one or two years, depending on the data submitted.

3. *Children Over Calendar Age 10 Years,*
   Intelligence Quotients Below 50
   Dismissals of children within this range may be approved on a permanent basis.

C. Procedures

1. All applications shall be submitted in triplicate on forms developed by the Ohio Department of Education, and shall be

signed by the superintendent of the district in which the child resides.

2. All applications shall carry the results of the psychological test(s), and the name and position of the individual administering the test(s).
3. All children shall be evaluated by a qualified psychologist using individual intelligence scales; and shall include assessment of achievement, adjustment, adaptability, and other measures where appropriate.
4. All children must have been evaluated psychologically within the six-month period prior to the date of application and shall have a medical evaluation within the 12-month period prior to the initial application for dismissal.
5. All applications shall be accompanied by a written report to substantiate that the child is not capable of profiting substantially from an appropriate public school educational program. This report shall include all pertinent information relating to the child, and should include where appropriate:
   a. Results of trial placement in programs for the educable mentally retarded.
   b. Descriptions of the school's efforts to work with the child in an appropriate public school setting.
   c. Results of other evaluations.
6. No application for dismissal shall be submitted until the school indicates that the following procedures have been followed:
   a. A committee shall be established to evaluate all pertinent information about the minor and make recommendations concerning the most advantageous placement possible.
   b. The chairman of the committee shall have the responsibility for seeing that an opportunity for a conference is made available to the child's parent(s) or guardian(s) with school personnel having information pertinent to the school's recommendations.
   c. Parent(s) or guardian(s) may waive the opportunity for a conference provided that they are properly informed of this opportunity.
7. In some cases there are factors other than intelligence and age, such as adjustment, achievement, or social adaptability, that should be considered. Complete information concerning such factors shall be submitted with the application.

8. The parent(s) or guardian(s) of any child determined by the State Superintendent of Public Instruction to be dismissed from public school attendance in accordance with these standards may request that the decision be reviewed in a fair and impartial manner by a committee appointed by the State Superintendent of Public Instruction.

Part II

SAMPLE SCHOOL DISTRICT CONFIGURATIONS

INTRODUCTION

In the development of a comprehensive plan for the education of handicapped children, one of the most difficult problems was the wide variation in the number and the nature of the needs of the different categories of the handicapped. School districts showed unusual creativity in their planning to adjust programs and services to meet these varying needs. Further, 405 plans received by the Department of Education indicated that all school districts were voluntarily entering into cooperative arrangements to provide an adequate educational opportunity for these children. It is extremely significant that no school district in the state has submitted a plan in which it has not incorporated the provisions for cooperating with its neighbors.

On the basis of the data received, it was necessary to develop a separate configuration for each category of the handicapped. Therefore, these voluntary arrangements represent an organizational structure for program development in which the needs of the handicapped child have been the dominant and paramount concern. It is anticipated that continuing change, revision, and modification of these school district configurations will occur as programs are refined, developed, and expanded at the local level, and as new working relationships are established among school districts to further develop the program for the handicapped child.

A few comments about the format of the configurations may be in order:

1. All school districts are represented and all county offices were involved in the development of these configurations.
2. An "X" following a school district's name indicates that it will provide that service for its own children. The name of another school district indicates that the school district designated will provide the services indicated. An Arabic number following the name of the school district indicates that that school district has entered into an agreement with a school district in another county.
3. Since each program area requires some differences in the nature of services provided, the headings for each category of the handicapped reflect these variations in program needs.

The following pages contain examples of school district configurations for each category of the handicapped. The large number of configurations prevents a complete listing in this document. A complete listing is on file in the office of the Division of Special Education.

HEARING IMPAIRED

	PROGRAM AREAS	
	Classroom	*Supervision*
ADAMS COUNTY—1		
Ohio Valley Local	Clermont Co. 13	Clermont Co. 13
ALLEN COUNTY—2		
Allen East Local	Findlay City 32	Findlay City 32
Bath Local	Findlay City 32	Findlay City 32
Bluffton Exempted Village	Findlay City 32	Findlay City 32
Delphos City	Findlay City 32	Findlay City 32
Elida Local	Findlay City 32	Findlay City 32
Lima City	Findlay City 32	Findlay City 32
Perry Local	Findlay City 32	Findlay City 32
Shawnee Local	Findlay City 32	Findlay City 32
Spencerville Local	Findlay City 32	Findlay City 32
ASHLAND COUNTY—3		
Ashland City	Mansfield City 70	Mansfield Co. 70
Hillsdale Local	Mansfield City 70	Mansfield Co. 70
Loudonville-Perrysville Exempted Village	Mansfield City 70	Mansfield Co. 70
Mapleton Local	Mansfield City 70	Mansfield Co. 70
ASHTABULA COUNTY—4		
Ashtabula Area City	Ashtabula County	Trumbull Co. 78
Buckeye Local	Ashtabula County	Trumbull Co. 78
Conneaut Area City	Ashtabula County	Trumbull Co. 78
Geneva Area City	Ashtabula County	Trumbull Co. 78
Grand Valley Local	Ashtabula County	Trumbull Co. 78
Jefferson Area Local	Ashtabula County	Trumbull Co. 78
Pymatuning Valley Local	Ashtabula County	Trumbull Co. 78

	PROGRAM AREAS	
	Classroom	*Supervision*
ATHENS COUNTY—5		
Alexander Local	Tri-County JVSD	Vinton County 82
Athens City	Tri-County JVSD	Vinton County 82
Federal Hocking Local	Tri-County JVSD	Vinton County 82
Nelsonville-York City	Tri-County JVSD	Vinton County 82
Trimble Local	Tri-County JVSD	Vinton County 82
Tri-County JVSD	X	Vinton County 82
AUGLAIZE COUNTY—6		
Minster Local	Dayton City 57 Ohio School for the Deaf 25	Ohio School for the Deaf 25 Dayton City 57
New Bremen Local	Dayton City 57 Ohio School for the Deaf 25	Ohio School for the Deaf 25 Dayton City 57
New Knoxville Local	Dayton City 57 Ohio School for the Deaf 25	Ohio School for the Deaf 25 Dayton City 57
St. Mary s City	Dayton City 57 Ohio School for the Deaf 25	Ohio School for the Deaf 25 Dayton City 57
Wapakoneta City	Ohio School for the Deaf 25 Findlay City 32	Ohio School for the Deaf 25 Dayton City 57
Waynesfield-Goshen Local	Dayton City 57 Ohio School for the Deaf 25	Ohio School for the Deaf 25 Dayton City 57

CRIPPLED

	PROGRAM AREAS		
	Classroom	*Supervision*	*O.T. P.T.*
ADAMS COUNTY—1			
Ohio Valley Local	Clermont Co. 13	Clermont Co. 13	Clermont Co. 13
ALLEN COUNTY—2			
Allen East Local	Findlay City 32	Findlay City 32	Findlay City 32
Bath Local	Findlay City 32	Findlay City 32	Findlay City 32
Bluffton Exempted Village	Toledo City 48	Toledo City 48	Toledo City 48
Delphos City	Findlay City 32	Findlay City 32	Findlay City 32
Elida Local	Findlay City 32	Findlay City 32	Findlay City 32
Lima City	Allen County	Allen County	Allen County
Perry Local	Findlay City 32	Findlay City 32	Findlay City 32
Shawnee Local	Findlay City 32	Findlay City 32	Findlay City 32
Spencerville Local	Findlay City 32	Findlay City 32	Findlay City 32
ASHLAND COUNTY—3			
Ashland City	Mansfield City 70	Mansfield City 70	Mansfield City 70
Hillsdale Local	Mansfield City 70	Mansfield City 70	Mansfield City 70
Loudonville-Perrysville Exempted Village	Mansfield City 70	Mansfield City 70	Mansfield City 70
Mapleton Local	Mansfield City 70	Mansfield City 70	Mansfield City 70

	PROGRAM AREAS		
	Classroom	*Supervision*	*O.T. P.T.*
ASHTABULA COUNTY—4			
Ashtabula Area City	Ashtabula County	Trumbull Co. 78	Ashtabula County
Buckeye Local	Ashtabula County	Trumbull Co. 78	Ashtabula County
Conneaut Area City	Ashtabula County	Trumbull Co. 78	Ashtabula County
Geneva Area City	Ashtabula County	Trumbull Co. 78	Ashtabula County
Grand Valley Local	Ashtabula County	Trumbull Co. 78	Ashtabula County
Jefferson Area Local	Ashtabula County	Trumbull Co. 78	Ashtabula County
Pymatuning Valley Local	Ashtabula County	Trumbull Co. 78	Ashtabula County
ATHENS COUNTY—5			
Alexander Local	Tri-County JVSD	Vinton County 82	Tri-County JVSD
Athens City	Tri-County JVSD	Vinton County 82	Tri-County JVSD
Federal Hocking Local	Tri-County JVSD	Vinton County 82	Tri-County JVSD
Nelsonville-York City	Tri-County JVSD	Vinton County 82	Tri-County JVSD
Trimble Local	Tri-County JVSD	Vinton County 82	Tri-County JVSD
Tri-County JVSD	X	Vinton County 82	X
AUGLAIZE COUNTY—6			
Minster Local	Allen County 2	Allen County 2	Allen County 2
New Bremen Local	Allen County 2	Allen County 2	Allen County 2
New Knoxville Local	Allen County 2	Allen County 2	Allen County 2
St. Marys City	Allen County 2	Allen County 2	Allen County 2
Wapakoneta City	Allen County 2	Allen County 2	Allen County 2
Waynesfield-Goshen Local	Allen County 2	Allen County 2	Allen County 2

VISUALLY HANDICAPPED

	PROGRAM AREAS		
	Classroom	*Supervision*	*Mobility*
ADAMS COUNTY—1			
Ohio Valley Local	Clermont Co. 13	Clermont Co. 13	Clermont Co. 13
ALLEN COUNTY—2			
Allen East Local	Findlay City 32	Findlay City 32	Findlay Cty 32
Bath Local	Findlay City 32	Findlay City 32	Findlay Cty 32
Bluffton Exempted Village	Toledo City 48	Toledo City 48	Toledo City 48
Delphos City	Findlay City 32	Findlay City 32	Findlay City 32
Elida Local	Findlay City 32	Findlay City 32	Findlay City 32
Lima City	Ohio State School for the Blind 25	Ohio State School for the Blind 25	Ohio State School for the Blind 25
Perry Local	Findlay City 32	Findlay City 32	Findlay City 32
Shawnee Local	Findlay City 32	Findlay City 32	Findlay City 32
Spencerville Local	Findlay City 32	Findlay City 32	Findlay City 32
ASHLAND COUNTY—3			
Ashland City	Mansfield City 70	Mansfield City 70	Mansfield City 70
Hillsdale Local	Mansfield City 70	Mansfield City 70	Mansfield City 70
Loudonville-Perrysville Exempted Village	Mansfield City 70	Mansfield City 70	Mansfield City 70
Mapleton Local	Mansfield City 70	Mansfield City 70	Mansfield City 70

	PROGRAM AREAS		
	Classroom	*Supervision*	*Mobility*
ASHTABULA COUNTY—4			
Ashtabula Area City	Ashtabula County	Trumbull Co. 78	Ashtabula County
Buckeye Local	Ashtabula County	Trumbull Co. 78	Ashtabula County
Conneaut Area City	Ashtabula County	Trumbull Co. 78	Ashtabula County
Geneva Area City	Ashtabula County	Trumbull Co. 78	Ashtabula County
Grand Valley Local	Ashtabula County	Trumbull Co. 78	Ashtabula County
Jefferson Area Local	Ashtabula County	Trumbull Co. 78	Ashtabula County
Pymatuning Valley Local	Ashtabula County	Trumbull Co. 78	Ashtabula County
ATHENS COUNTY—5			
Alexander Local	Tri-County JVSD	Vinton County 82	Tri-County JVSD
Athens City	Tri-County JVSD	Vinton County 82	Tri-County JVSD
Federal Hocking Local	Tri-County JVSD	Vinton County 82	Tri-County JVSD
Nelsonville-York City	Tri-County JVSD	Vinton County 82	Tri-County JVSD
Trimble Local	Tri-County JVSD	Vinton County 82	Tri-County JVSD
Tri-County JVSD	X	Vinton County 82	X

	PROGRAM AREAS		
	Classroom	*Supervision*	*Mobility*
AUGLAIZE COUNTY—6			
Minster Local	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25
New Bremen Local	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25
New Knoxville Local	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25
St. Marys City	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25
Wapakoneta City	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25
Waynesfield-Goshen Local	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25	Dayton City 57 Ohio State School for the Blind 25

SEVERE AND/OR MULTIPLE IMPAIRMENTS

Children with severe and/or multiple impairments are those children with "such severe communication, behavioral, developmental and educational problems that they cannot properly be accommodated in any existing special education program."

Under program standards section 04, school districts would be eligible to develop special programs through experimental units approved by the Division of Special Education.

Programs currently serving children with multiple impairments, namely deaf/blind programs, are available in the following districts.

	PROGRAM AREAS	
	Classroom	*Supervision*
CUYAHOGA COUNTY 18 Cleveland City	X	X
HAMILTON COUNTY 31 Cincinnati City	X	X
LUCAS COUNTY 48 Toledo City	X	X
MONTGOMERY COUNTY 57 Mad River Local	X	X
FRANKLIN COUNTY 25 Ohio State School for the Blind	X	X

LEARNING DISABILITIES/BEHAVIORAL DISORDERS

	PROGRAM AREAS	
	Classroom	*Supervision*
ADAMS COUNTY — 1		
Ohio Valley Local	X	Brown County 8
ALLEN COUNTY — 2		
Allen East Local	X	Allen County
Bath Local	X	Allen County
Bluffton Exempted Village	X	Allen County
Delphos City	X	Allen County
Elida Local	X	Allen County
Lima City	X	Allen County
Perry Local	X	Allen County
Shawnee Local	X	Allen County
Spencerville Local	X	Allen County
ASHLAND COUNTY — 3		
Ashland City	X	Mapleton Local
Hillsdale Local	X	Mapleton Local
Loudonville-Perrysville Exempted Village	X	Mapleton Local
Mapleton Local	X	X
ASHTABULA COUNTY — 4		
Ashtabula Area City	X	Ashtabula County
Buckeye Local	Ashtabula County	Ashtabula County
Conneaut Area City	X	Ashtabula County
Geneva Area City	X	Ashtabula County
Grand Valley Local	X	Ashtabula County
Jefferson Area Local	Ashtabula County	Ashtabula County
Pymatuning Valley Local	X	Ashtabula County

	PROGRAM AREAS	
	Classroom	*Supervision*
ATHENS COUNTY — 5		
Alexander Local	X	Federal Hocking Local
Athens City	X	Federal Hocking Local
Federal Hocking Local	X	X
Nelsonville-York City	X	Federal Hocking Local
Trimble Local	X	Federal Hocking Local
AUGLAIZE COUNTY — 6		
Minster Local	X	Shelby County 75
New Bremen Local	X	Shelby County 75
New Knoxville Local	X	Shelby County 75
St. Marys City	X	Mercer County 54
Wapakoneta City	X	Shelby County 75
Waynesfield-Goshen Local	X Indian Lake Local 46	Shelby County 75

SEVERE BEHAVIORAL HANDICAPS

Behaviorally handicapped children are eligible for a number of program services depending upon the severity of the behavioral handicap. Behaviorally handicapped children able to attend a regular school are provided services through Program 05 — Learning Disabilities/Behavioral Disorders.

Behaviorally disordered children unable to attend regular school who require a combination of treatment and educational services are provided these services through Program 06.

Revised Standards of 1973 provide for development within Program 06 of services located on the grounds of treatment institutions and agencies. These services can take the form of day units or 24-hour residential units. Local school districts providing services in Program 06 are indicated below.

	PROGRAM AREAS	
	Classroom	*Supervision*
BUTLER COUNTY — 9		
Hamilton City	X	X
CLARK COUNTY — 12		
Springfield City	X	X
CUYAHOGA COUNTY — 18		
Berea City	X	X
Cleveland City	X	X
Cleveland Heights - University Heights City	X	X
Orange City	X	X
FRANKLIN COUNTY — 25		
Columbus City	X	X
South-Western City	X	X
Worthington City	X	X

	PROGRAM AREAS	
	Classroom	*Supervision*
HAMILTON COUNTY — 31		
Cincinnati City	X	X
LUCAS COUNTY — 48		
Maumee City	X	X
Toledo City	X	X
MONTGOMERY COUNTY—57		
Dayton City	X	X
ROSS COUNTY — 71		
Union-Scioto Local	X	X
VAN WERT COUNTY — 81		
Lincolnview Local	X	X

EDUCABLE MENTAL RETARDATION

	PROGRAM AREAS		
	Classroom	*Work-Study*	*Supervision*
ADAMS COUNTY — 1			
Ohio Valley Local	X	X	X
ALLEN COUNTY — 2			
Allen East Local	X	Allen County	Allen County
Bath Local	X	Allen County	Allen County
Bluffton Exempted Village	X	Allen County	Allen County
Delphos City	X	Allen County	Allen County
Elida Local	X	Allen County	Allen County
Lima City	X	X	Allen County
Perry Local	X	Allen County	Allen County
Shawnee Local	X	Allen County	Allen County
Spencerville Local	X	Allen County	Allen County
ASHLAND COUNTY — 3			
Ashland City	X	Ashland County	Knox County 42
Hillsdale Local	X	Ashland County	Knox County 42
Loudonville-Perrysville Exempted Village	X	Ashland County	Knox County 42
Mapleton Local	X	Ashland County	Knox County 42

	PROGRAM AREAS		
	Classroom	*Work-Study*	*Supervision*
ASHTABULA COUNTY — 4			
Ashtabula Area City	X	Ashtabula County	Ashtabula County
Buckeye Local	Ashtabula County	Ashtabula County	Ashtabula County
Conneaut Area City	X	Ashtabula County	Ashtabula County
Geneva Area City	X	Ashtabula County	Ashtabula County
Grand Valley Local	X	Ashtabula County	Ashtabula County
Jefferson Area Local	X	Ashtabula County	Ashtabula County
Pymatuning Valley Local	X	Ashtabula County	Ashtabula County
ATHENS COUNTY — 5			
Alexander Local	X	Tri County JVSD	Tri County JVSD
Athens City	X	Tri County JVSD	Tri County JVSD
Federal Hocking Local	X	Tri County JVSD	Tri County JVSD
Nelsonville-York City	X	Tri County JVSD	Tri County JVSD
Trimble Local	X	Tri County JVSD	Tri County JVSD
Tri-County JVSD		X	X

SPEECH AND HEARING THERAPY

	PROGRAM AREAS	
	Speech Therapy	*Supervision*
ADAMS COUNTY — 1		
Ohio Valley Local	Adams County	Clermont County 13
ALLEN COUNTY — 2		
Allen East Local	Allen County	Allen County
Bath Local	Allen County	Allen County
Bluffton Exempted Village	Allen County	Allen County
Delphos City	X	Allen County
Elida Local	Allen County	Allen County
Lima City	X	Allen County
Perry Local	Allen County	Allen County
Shawnee Local	Allen County	Allen County
Spencerville Local	Allen County	Allen County
ASHLAND COUNTY — 3		
Ashland City	X	Galion City 17
Hillsdale Local	Ashland County	Galion City 17
Loudonville-Perrysville Exempted Village	X	Galion City 17
Mapleton Local	Ashland County	Galion City 17
ASHTABULA COUNTY — 4		
Ashtabula Area City	X	Trumbull Co. 78
Buckeye Local	Ashtabula County	Trumbull Co. 78
Conneaut Area City	X	Trumbull Co. 78
Geneva Area City	X	Trumbull Co. 78
Grand Valley Local	Ashtabula County	Trumbull Co. 78
Jefferson Area Local	Ashtabula County	Trumbull Co. 78
Pymatuning Valley Local	Ashtabula County	Trumbull Co. 78

	PROGRAM AREAS	
	Speech Therapy	Supervision
ATHENS COUNTY — 5		
Alexander Local	Athens County	Vinton County 82
Athens City	X	Vinton County 82
Federal Hocking Local	Athens County	Vinton County 82
Nelsonville-York City	X	Vinton County 82
Trimble Local	Athens County	Vinton County 82
AUGLAIZE COUNTY — 6		
Minster Local	Auglaize County	Allen County 2
New Bremen Local	Auglaize County	Allen County 2
New Knoxville Local	Auglaize County	Allen County 2
St. Marys City	X	Allen County 2

IDENTIFICATION AND PLACEMENT SERVICES

	PROGRAM AREAS		
	Psychological Services	*Supervision*	*Placement Procedures*
ADAMS COUNTY — 1			X
Ohio Valley Local	Adams County	Clermont County 13	X
ALLEN COUNTY — 2			X
Allen East Local	Allen County	Allen County	X
Bath Local	Allen County	Allen County	X
Bluffton Exempted Village	Ada Exempted Village 33	Allen County	X
Delphos City	Allen County	Allen County	X
Elida Local	Allen County	Allen County	X
Lima City	X	Allen County	X
Perry Local	Allen County	Allen County	X
Shawnee Local	Allen County	Allen County	X
Spencerville Local	Allen County	Allen County	X
ASHLAND COUNTY — 3			
Ashland City	X	Richland Co. 70	X
Hillsdale Local	Ashland County	Richland Co. 70	X
Loudonville-Perrysville Exempted Village	Richland County 70	Richland Co. 70	X
Mapleton Local	Ashland County	Richland Co. 70	X

	PROGRAM AREAS		
	Psychological Services	*Supervision*	*Placement Procedures*
ASHTABULA COUNTY — 4			X
Ashtabula Area City	X	Trumbull Co. 78	X
Buckeye Local	Ashtabula County	Trumbull Co. 78	X
Conneaut Area City	X	Trumbull Co. 78	X
Geneva Area City	X	Trumbull Co. 78	X
Grand Valley Local	Ashtabula County	Trumbull Co. 78	X
Jefferson Area Local	Ashtabula County	Trumbull Co. 78	X
Pymatuning Valley Local	Ashland County	Trumbull Co. 78	X
ATHENS COUNTY — 5			
Alexander Local	Athens County	Vinton County 82	X
Athens City	X	Vinton County 82	X
Federal Hocking Local	Athens County	Vinton County 82	X
Nelsonville-York City	Athens County	Vinton County 82	X
Trimble Local	Athens County	Vinton County 82	X

	PROGRAM AREAS		
	Psychological Services	*Supervision*	*Placement Procedures*
AUGLAIZE COUNTY — 6			X
Minster Local	Auglaize County	Allen County 2	X
New Bremen Local	Auglaize County	Allen County 2	X
New Knoxville Local	Auglaize County	Allen County 2	X
St. Marys City	X	Allen County 2	X
Wapakoneta City	X	Allen County 2	X
Waynesfield-Goshen Local	Auglaize County	Allen County 2	X

NOTE: County Boards of Education did not need to submit placement procedures if they assigned this responsibility to their local school districts.

Part III

RECOMMENDATIONS

Analysis of the data utilized in the development of the Comprehensive Plan for the Education of the Handicapped has led to the identification of certain problems relating to the implementation of programs for all handicapped children. As a result, the following recommendations have been developed:

1. *Inter-district Cooperative Programs and Services*

   Comprehensive Plan data indicate that all school districts will need to participate in cooperative activities in meeting the needs of the handicapped. Current legal provisions do not permit efficient voluntary cooperation among school districts in the operation of special education programs and services for handicapped children.

   Recommendation: Ohio statutes should be amended to allow school districts to cooperate in providing services for all handicapped children. Statutes should include provisions for sharing programs and support services including school psychologists, speech and hearing therapists, supervisors, coordinators, mobility coordinators, occupational and physical therapists, planning coordinators, and instructional resource center coordinators. Legislation has been introduced (House Bill 158) that would be responsive to this recommendation.

2. *Trainable Mentally Retarded Children*

   The procedures for legal dismissal from public school because of inability to profit substantially from instruction (3321.05 of the Revised Code) are subject to increasing criticism from parents as well as educators. It is felt that while the current procedures do make children "eligible" for placement in community class programs, they actually only "dismiss" the child from public school responsibility. Further, the current statutes do not clearly define which agencies have the continued legal responsibility for furnishing a program to the child.

   Recommendation: Section 3321.05 of the Revised Code should be revised to insure that:

   a. Judgment of the ability to profit substantially from an educational program in the public schools be based on a thorough individual evaluation of the needs of the child.

   b. Procedures exist to make recommendations for continued services from other agencies based upon the individually assessed needs of the child.

   c. The legal responsibility for furnishing the child a program be transferred to the receiving agency.

Legislation has been introduced (House Bill 280) that would provide for the implementation of this recommendation.

3. *Early Assistance for Handicapped Children*

   There is no authority for special education programs in local school districts to serve deaf and blind children under the age of three, and other handicapped children under the age of five. Early identification and services to young handicapped children and their parents clearly alleviate the impact of a handicap on the child and his family. Further, the child's potential to profit from an educational experience is increased.

   Recommendation: Section 3323.01 of the Revised Code be amended to allow the Ohio Department of Education to approve appropriate educational programs and services for deaf, blind, crippled and multiply impaired children of any age under 21 and other handicapped children between the ages of three and 21. Legislation has been introduced (House Bill 160) that would provide for the implementation of this recommendation.

4. *New Special Education Units*

   A review of the statewide identification program for handicapped children suggests that there are many handicapped children in regular classes who are currently not receiving an appropriate educational opportunity. These data indicate that more than 4,700 additional units will be needed to provide needed services for these children. Expansion should be based upon identified handicapped children needing service, the availability of qualified teachers and supervisors, adequate facilities, and financial resources.

   Recommendation: The State Board of Education has recommended that an additional 1,670 units be authorized and funded for the F.Y. 74-75 biennium for expansion in special education programs and services.

5. *Allocation of Special Education Units*

   During the last three bienniums the full benefits of special education expansion units have been diminished by the lateness of the appropriation in the first year of the biennium. Continued uncertainty through the summer regarding the level of expansion for special education units does not permit school districts adequate time for the necessary planning for the identification of children, consultation with parents, recruitment of qualified personnel, as well as the necessary lead time required to remodel facilities and acquire equipment and materials. Consequently, cost benefits from expansion units are greatly reduced.

Recommendation: A legislative or administrative procedure should be developed to indicate to school districts the minimum level of expansion for special education units during the first year of the biennium.

6. *Vocational Education*

Present legislation does not permit the full allocation of funds to joint vocational school districts for special education units. Experience with experimental programs suggests that the educable mentally retarded student, as well as carefully selected children from other categories of the handicapped, can benefit from vocational educational programs.

Recommendation: 3317.16 of the Revised Code Paragraph C, be amended by inserting "Education and Special Education" after the word "Vocational." Legislation has been introduced (House Bill 109) that would provide for the implementation of this recommendation.

7. *State Reimbursement for Support Personnel*

While significant improvements have been made in the funding level for special education, the School Foundation does not make provision for state reimbursement to non-additional aid districts for school psychologists, speech therapists, supervisors of special education programs including deaf, blind, and crippled, mobility coordinators for the blind students, occupational and physical therapists for the crippled students, and work-study coordinators to assist in job placement for all handicapped children. This funding limitation appears detrimental to the development of equal educational opportunities for handicapped children.

Recommendation: Line three of the School Foundation 12 be moved to become Line 12A to provide state reimbursement to over 100 school districts that operate approximately 50% of the special education programs.

8. *Manpower*

Colleges and universities of Ohio have expanded teacher education programs for special education personnel in a commendable attempt to provide adequate manpower. However, surveys of the state university system and communication with the Board of Regents suggest that there is a need for the development of a statewide master plan for special education teacher training programs. The plan should also include provisions for the training of supervisors of special education.

The implementation of the master plan would be helpful in providing assurances against unneeded and costly duplication of training programs, facilities and faculties. The implementation of the master plan would also assist in eliminating the chronic shortage of qualified teachers and supervisors as well as costly duplication of teacher training services.

Recommendation: An inter-departmental task force should be appointed to develop a master plan for university program development in special education.

9. *Low Incidence*

An analysis of the Comprehensive Plan data substantiates the high cost of educating low incidence handicapped children (deaf, blind, crippled, and multiply impaired). Construction cost estimates for new facilities are considered to be unreliable because of the lack of adequate cost data and information regarding needed replacement of existing facilities. Problems were also identified in the administration of the excess cost tuition laws by many school districts.

Recommendation: Further study should be directed toward matters related to the excess cost burden associated with the education of low incidence handicapped children. This study should focus upon the need for specialized facilities, transportation, equipment, and unique needs for media and materials.

10. *Special Education Regional Resource Centers*

A review of the Comprehensive Plan results substantiates the need for continued planning and increased attention to the development of the quality factor in special education programs. Four years of field testing the viability and feasibility of special education regional resource centers has clearly demonstrated their impact upon the planning and quality issues. Evaluation and cost effectiveness data clearly indicate that these resource centers should contain two major components: a planning component and an instructional resource center component. Additional services have been developed out of the regional resource centers to meet the unique needs of local school districts, as determined by superintendents in that region. It would appear that the current fifteen regions should be expanded to between twenty and thirty regions. Limited appropriations under Title VI-B of Public Law 91-230 make it impossible to develop the regional resource center system further.

Recommendation: The legislature should give serious consideration to the adoption of specific legislation that would authorize and permit school districts to cooperate voluntarily in special education regional resource centers under standards to be adopted by the State Board of Education; and authorize allocation of special education units for planning coordinators and instructional resource coordinators. Legislation has been introduced (House Bill 475 and Senate Bill 207) that would provide for the implementation of this recommendation.

Part IV

CURRENT STATUS and PROJECTED NEED

INTRODUCTION

The final analysis of over 700 plans submitted to the State Board of Education provided the information needed to develop projected needs and additional costs based on data concerning the number of identified and eligible handicapped children that are not yet receiving educational programs or services. Working cooperatively with the special educational resource centers and the local school districts, a continuing identification system has been developed and implemented. Placement procedures have been adopted by all school districts and provision for supervision is incorporated in the local school district plans.

The data contained in the following pages indicate the current status of the special education program in Ohio as of October, 1972. The projected needs are based on a cross-validation of the unserved handicapped child obtained by analyzing the data contained within the school district's 405 plan and the data obtained from the planning coordinators of the regional resource centers.

The cost estimates are based upon the provisions for state support included in Amended Substitute House Bill 475. The basis for calculation of cost has been adjusted to reflect the adoption of new program standards and revision in the number of handicapped children needing service as a result of the final tabulations received from school districts and the planning centers. Formulas for calculating the cost are included in the report facilitating analysis of the assumptions that underlie the final totals reported on page 18.

The current status of the actual identification of handicapped children, as reported by the regional resource centers and the local school districts, is contained on page 19. On page 20 a final analysis of the actual reported incidence of handicapped children is reported along with the incidence used in these calculations.

It should be noted the changes in enrollment figures, changes in state foundation support for special education programs, or changes in staffing ratios could lead to some adjustments in cost.

Such data should facilitate decision making by the Department of Education, the State Board of Education and the Ohio General Assembly as they consider the need for further expansion of programs and services for handicapped children.

HEARING IMPAIRED

(incidence .1%)

CURRENT STATUS

Children Served	*Units Approved*	*Cost Per Unit*	*Total Cost*
1,960 Schools	277 Teachers	$9,943	$ 2,754,211
279 OSD	10 Supervisors	7,465	74,650
2,239 Total (82% served)	287 Total		$ 2,828,861

PROJECTED NEED

Children Not Served	*Units Needed*	*Cost Per Unit*	*Total Cost*
449 Schools	24 Teachers	$9,943	$ 238,632
34 OSD	20 Supervisors	7,465	149,300
483 Total	44 Total		$ 387,932
		Grand Total	$ 3,216,793

FORMULA USED FOR PROJECTION

1. Children Not Served:

.1% of 10/72 ADM (2,422,654) plus estimated three and four year olds (300,000) less total children currently served.
(.001 × 2,722,654) − 2,239 = 483 children not served.

Assumption:

7% of current unserved children will be enrolled at Ohio School for the Deaf under full services.
.07(483) = 34 children.

2. Teachers Needed:

Total hearing impaired children less Ohio School for the Deaf enrollment (current and projected) divided by eight children per unit less current approved teacher units.

$\frac{2,409}{8} - 277 = 24$ teachers needed.

3. Supervisors Needed:

Same as above except divide by 80 children per supervisor and subtract the number of current approved supervisor units.

$\frac{2,409}{80} - 10 = 20$ supervisors needed.

CRIPPLED

(incidence .1%)

CURRENT STATUS

Children Served	*Approved Units*	*Cost Per Unit*	*Total Cost*
1,571	157 Teachers	$9,392	$ 1,474,544
(65% served)	5 Supervisors	7,465	37,325
	5 Regional Coord.	7,465	37,325
	16 O.T.	6,083	97,328
	23 P.T.	6,083	139,909
	206 Total		$ 1,786,431

PROJECTED NEED

Children Not Served	*Units Needed*	*Cost Per Unit*	*Total Cost*
852	85 Teachers	$9,392	$ 798,320
	15 Supervisors	7,465	111,975
	10 Regional Coord.	7,465	74,650
	32 O.T.	6,083	194,656
	25 P.T.	6,083	152,075
	25 Work-Study Coord.	6,083	152,075
	192 Total		$ 1,483,751
		Grand Total	$ 3,270,182

FORMULA USED FOR PROJECTION

1. Children Not Served:	.1% of 10/72 ADM (2,422,654) less children currently served. 2,423 − 1,571 = 852 children not served.
2. Teachers Needed:	Total crippled children divided by 10 children per teacher less current approved teacher units. $\frac{2,423}{10} - 157 = 85$ teachers needed.
3. Supervisors Needed:	Same as above except divide by 120 children per supervisor less current approved supervisor units. $\frac{2,423}{120} - 5 = 15$ supervisors needed.
4. Regional Coord. Needed:	One per SERRC region less current coordinator units: 15 − 5 = 10 regional coordinators needed.
5. Occupational Therapists and Physical Therapists Needed:	Same as supervisors except divide by 50 children per occupational therapist and per physical therapist less current approved occupational therapist and physical therapist units. O.T.: $\frac{2,423}{50} - 16 = 32$ Needed. P.T.: $\frac{2,423}{50} - 23 = 25$ Needed.
6. Work-Study Coordinator Needed:	Work-Study Coordinator units will serve all hearing impaired, visually handicapped, and crippled. One unit needed for each major center (25).

VISUALLY HANDICAPPED
(incidence .04%)

CURRENT STATUS

Children Served	*Units Approved*	*Cost Per Unit*	*Total Cost*
718 Schools	81 Teachers	$9,053	$ 733,293
165 OSSB	3 Supervisors	7.465	22,395
	2 Mobility Coord.	6,083	12,166
883 Total (81% served)	86 Total		$ 767,854

PROJECTED NEED

Children Not Served	*Units Needed*	*Cost Per Unit*	*Total Cost*
185 Schools	9 Teachers	$9,053	$ 81,477
21 OSSB	6 Supervisors	7,465	44,790
	16 Mobility Coord.	6,083	97,328
206 Total	31 Total		$ 223,595
		Grand Total	$ 991,449

FORMULA USED FOR PROJECTION

1. Children Not Served: .04% of 10/72 ADM (2,422,654) plus estimated three and four year olds (300,000) less total children currently served.
   (.0004 × 2,722,654) − 883 = 206 children not served.

   Assumption: Ten percent of current unserved children will be enrolled at Ohio State School for the Blind under full services.
   .10(206) = 21 children.

2. Teachers Needed: Total visually handicapped children less Ohio State School for the Blind enrollment (current and projected) divided by 10 children per unit less current approved teacher units.
   $\frac{903}{10} - 81$ = nine teachers needed.

3. Supervisors Needed: Same as above except divide by 100 children per supervisor less current approved supervisor units.
   $\frac{903}{100} - 3$ = six supervisors needed.

4. Mobility Coordinators Needed: Same as above except divide by 50 children per mobility coordinator less current approved mobility coordinator units.
   $\frac{903}{50} - 2$ = 16 mobility coordinators needed.

SEVERE AND/OR MULTIPLE IMPAIRMENTS
(incidence—unknown)

CURRENT STATUS (Deaf-Blind)

Children Served	*Units Approved*	*Cost Per Unit*	*Total Cost*
44	1 State Foundation Teacher Unit	$13,038	$ 13,038 State
	Title VI-C, Research & Demonstration Project, funds 5 class rooms plus other services.		($192,087 Title VI-C)

PROJECTED NEED

Children Not Served	*Units Needed*	*Cost Per Unit*	*Total Cost*
100	23 State Foundation Teacher Units	$13,038	$299,874 State
	Grand Total	State Foundation	$312,912

FORMULA USED FOR PROJECTION

1. Children Not Served: These data are based upon actual children participating in a research and demonstration project funded through Title VI-C, Education of the Handicapped Act.

2. Teachers Needed: Based upon the Title VI-C Project, an average class size should be six children per teacher. Total children divided by six children per teacher less current teachers.

$$\frac{144}{6} - 1 = 23 \text{ teachers needed.}$$

LEARNING AND BEHAVIORAL DISABILITIES
(incidence 1%—Special Class)

CURRENT STATUS

Children Served	*Units Approved*	*Cost Per Unit*	*Total Cost*
6,707	762 Teachers	$9,646	$ 7,350,252
(28% served)	66 Supervisors	7,465	492,690
	828 Total		$ 7,842,942

PROJECTED NEED

Children Not Served	*Units Needed*	*Cost Per Unit*	*Total Cost*
17,520	1,661 Teachers	$9,646	$16,022,006
	55 Supervisors	7,465	410,575
	1,716 Total		$16,432,581
		Grand Total	$24,275,523

FORMULA USED FOR PROJECTIONS

1. Children Not Served: 1% of 10/72 ADM (2,422,654) less children currently served.
   24,227 − 6,707 = 17,520 children not served.
2. Teachers Needed: Total children with learning and behavorial disorders divided by 10 children per teacher less current approved teacher units.
   $\frac{24{,}227}{10} - 762 = 1{,}661$ teachers needed.
3. Supervisors Needed: Divide 10/72 ADM (2,422,654) by 20,000 ADM children less current approved supervisor units.
   $\frac{2{,}422{,}654}{20{,}000} - 6 = 55$ supervisors needed.

SEVERE BEHAVIORAL HANDICAPS
(Emotionally Disturbed)
(estimated incidence .05%)

CURRENT STATUS

Children Served	*Units Approved*	*Cost Per Unit*	*Total Cost*
726 (60% served)	91 Teachers	$9,646	$ 877,786

PROJECTED NEED

Children Not Served	*Units Needed*	*Cost Per Unit*	*Total Cost*
485	60 Teachers	$9,646	$ 578,760
	10 Supervisors	7,465	74,650
	70 Total		$ 653,410
		Grand Total	$ 1,531,196

FORMULA USED FOR PROJECTIONS

1. Children Not Served: .05% of total ADM (2,422,654) less current children served.
   1,211 − 726 = 485 children not served.
2. Teachers Needed: Total children divided by eight children per class less current approved teacher units.
   $\frac{1,211}{8} - 91 = 60$ teachers needed.
3. Supervisors Needed: One supervisor per major program. Assume there will be 10 major programs—10 supervisors needed.

EDUCABLE MENTALLY RETARDED

(incidence 3.5%)

CURRENT STATUS

Children Served	*Units Approved*		*Cost Per Unit*	*Total Cost*
51,565	3,642	Teachers	$7,254	$26,419,068
(61% served)	111	Work-Study Coord.	6,083	675,213
	93	Supervisors	7,465	694,245
	3,846	Total		$27,788,526

PROJECTED NEED

Children Not Served	*Units Needed*		*Cost Per Unit*	*Total Cost*
33,228	1,697	Teachers	$7,254	$12,310,038
	337	Work-Study Coord.	6,083	2,049,971
	100	Supervisors	7,465	746,500
	2,134	Total		$15,106,509
			Grand Total	$42,895,035

FORMULA USED FOR PROJECTIONS

1. Children Not Served: 3.5% of 10/72 ADM (2,422,654) less current children served.
   84,793 − 51,565 = 33,228 children not served.

2. Teachers Needed: Use divisor of 15 children per class for elementary level and 18 per class for secondary level.
   Assume ⅔ of all EMR children will be enrolled in elementary level classes and ⅓ in secondary level classes. Subtract current teacher units.

   $$\frac{\tfrac{2}{3}(84{,}793)}{15} + \frac{\tfrac{1}{3}(84{,}793)}{18} - 3{,}642 = 1{,}697 \text{ teachers needed.}$$

3. Work-Study Coordinators Needed: Assume 48% of all work-study coordinators will be employed in single school districts and 52% will be employed in multi-districts.
   Assume single school district coordinators will serve 75 eligible students in grades 9-12 and multi-district coordinators will serve 55 eligible students in grades 9-12.
   Assume ⅓ of all EMR children will be enrolled in grades 9-12 (28,236 children). Subtract current coordinator units.

   $$\frac{.48(28{,}236)}{75} + \frac{.52(28{,}236)}{55} - 111 = 337 \text{ Work-Study Coordinators Needed.}$$

4. Supervisors Needed: Need one supervisor for every 30 teachers and work-study coordinators. Current teachers and coordinators plus teachers and coordinators needed divided by 30 less current approved supervisor units equal supervisors needed.

   $$\frac{5{,}787}{30} - 93 = 100 \text{ supervisors needed.}$$

SPEECH, LANGUAGE AND HEARING SERVICES
(incidence 5%)

CURRENT STATUS

Children Served	*Units Approved*	*Cost Per Unit*	*Total Cost*
92,460 (76% served)	804 Therapists	$6,083	$ 4,890,732
	20 Supervisors	7,465	149,300
	824 Total		$ 5,040,032

PROJECTED NEED

Children Not Served	*Units Needed*	*Cost Per Unit*	*Total Cost*
28,673	249 Therapists	$6,083	$ 1,514,667
	33 Supervisors	7,465	246,345
	282 Total		$ 1,761,012
		Grand Total	$ 6,801,044

FORMULA USED FOR PROJECTIONS

1. Children Not Served: 5% of 10/72 ADM (2,422,654) less children currently served.
   121,133 − 92,460 = 28,673 children not served.
2. Therapists Needed: Total children needing services divided by 115 children per therapist less current approved therapist units.
   $\frac{121,133}{115} - 804 = 249$ therapists needed.
3. Supervisors Needed: Divide sum of current and projected therapist units by 20 therapists per supervisor less current approved supervisor units.
   $\frac{1,053}{20} - 20 = 33$ supervisors needed.

SCHOOL PSYCHOLOGICAL SERVICES

CURRENT STATUS

Children Served	*Units Approved*		*Cost Per Unit*	*Total Cost*
133,600 (74% served)	528	Psychologists	$7,465	$ 3,941,520
	7	Supervisors	7,465	52,255
	140	Interns	7,465	1,045,100
	675	Total		$ 5,038,875

PROJECTED NEED

Children Not Served	*Units Needed*		*Cost Per Unit*	*Total Cost*
48,000	280	Psychologists	$7,465	$ 2,090,200
	47	Supervisors	7,465	350,855
	less 40	Supervised Experience in School Psychology	7,465	less 298,600
	287	Total		$ 2,142,455
			Grand Total	$ 7,181,330

FORMULA USED FOR PROJECTIONS

1. Psychologists Needed:	10/72 ADM (2,422,654) divided by 3,000 ADM children less current approved psychologist units. $\frac{2,422,654}{3,000} - 528 = 280$ psychologists needed.
2. Supervisors Needed:	Current and projected psychologist units divided by 15 psychologists per supervisor less current approved supervisor units. $\frac{808}{15} - 7 = 47$ supervisors needed.
3. Supervised Experience in School Psychology Units Needed:	100 supervised experience in school psychology units needed annually to keep pace with demand. 140 units currently approved is excess of 40 units, thus projecting a reduction of 40 such units.
4. Children Served:	Assume all units serve 200 children per year 528(200) + 140(200) = 133,600 children served. 280(200) − 40(200) = 48,000 children not served.

SERVICES — HOME INSTRUCTION

FY 73 (Actual 1971-72 School Year)

4,539	Children Served
(68%	Served)
307,732	Hours of Instruction Provided
2,106	Children Not Served
$ 787,404	Current Cost
541,596	Projected Cost
$ 1,329,000	Total Cost

FORMULA USED FOR PROJECTIONS

1. Children Served:	Actual children served during 1971-72 school year.
2. Hours of Instruction:	Actual hours of instruction provided during 1971-72 school year.
3. Children Not Served:	Use FY 77 estimate as full service figure (6,645 children). The 6,645 figure represents 10% increases for each preceding year. 6,645 — 4,539 = 2,106 children not served.
4. Current Cost:	Actual amount paid with FY 73 funds for services provided during 1971-72 school year.
5. Projected Cost:	Cost per child in 1971-72 was $173.47. Estimated cost per child under full services will be $200.00 per child. $200.00 times 6,645 children equals $1,329,000 total cost. Projected need equals total less current cost. $1,329,000 — $787,404 = $541,596 additional funds needed.

SERVICES — SUPPLEMENTAL TUTORING

(incidence 2%—tutoring)

FY 73 (Actual 1971-72 School Year)

5,967	Children Served
(12%	Served)
491,489	Hours of Instruction Provided
42,486	Children Needing Services
3,332,251	Additional Hours Needed
$ 1,302,657	Current Cost
10,144,263	Projected Cost
$11,446,920	Total Cost

FORMULA USED FOR PROJECTIONS

1. Children Served:	Actual NH and EH children tutored during 1971-72 school year.
2. Hours of Instruction Provided:	Actual hours of instruction provided during 1971-72 school year (82.6 hours per child).
3. Children Not Served:	Assume 2% of 10/72 ADM (2,422,654) need tutoring. .02 (2,422,654) = 48,453 children. Total children less current children served equals projected need. 48,453 − 5,967 = 42,486 additional children need tutoring.
4. Hours Needed:	Under new standards, a group of two children may be considered for service concurrently from the same tutor. Assume 25% of all children needing tutoring will be tutored in a group and 75% will be tutored individually. 75% (48,453) = 36,340 children. 25% (48,453) = 12,113 children. Assume 90 hours of tutoring per year will be adequate. $90\,(36{,}340) + 90\,\frac{(12{,}113)}{2} = 3{,}815{,}640$ total hours. Total hours less current hours equals hours needed. 3,815,640 − 491,489 = 3,324,151 hours needed.
5. Projected Cost:	Assume $3 per hour will be average reimbursement under full services. $3 times total hours equals total cost. $3 (3,815,640) = $11,446,920 total cost. Total cost less current cost equals projected cost (need). $11,446,920 − 1,302,657 = $10,144,263 additional funds needed.

OTHER SERVICES

I. Tutoring for Hearing Impaired and Visually Handicapped, Telephone Instruction, Reader Service, and Board and Lodging

FY 73 (Actual 1971-72 School Year)

157 Children Served
(85% Served)
28 Children Not Served

$36,459 Current Cost
9,791 Projected Cost (Need)
$46,250 Total Cost

FORMULA USED FOR PROJECTIONS

1. Children Served:	Actual for 1971-72.
2. Current Cost:	Actual payment in FY 73 for services provided during 1971-72.
3. Children Not Served:	Full service assumed to occur in FY 76 at 185 children. 185 − 157 = 28 children not served.
4. Projected Cost:	Current average cost per child is $232.22. Assume FY 76 (full service) cost per child will be $250. $250 × 185 = $46,250 total cost. Total cost less current cost equals projected need. $46,250 − $36,459 = $9,791 additional funds needed.

II. Guide Services for Blind Children

450 Estimated number of children needing guide services.
$162,000 Projected Cost (Need).

RATIONALE FOR PROJECTION

1. Need for Services:	Development of the mobility coordinator program will generate increased requests for guide services beyond the present minimal level.
2. Children Needing Services:	Assume 50% of the visually handicapped children enrolled in public school programs (current and projected) will be legally blind children needing guide services. 50% (900) = 450 children.
3. Projected Cost:	Assume one hour of service per school day per child will be adequate. 180 (450) = 81,000 hours needed. Assume minimum wage of $2 per hour will be the average state reimbursement. $2 (81,000) = $162,000 total cost.

III. Attendant Services for Crippled Children

2,400	Estimated Number of children needing attendant services.
$288,000	Projected Cost (Need).

RATIONALE FOR PROJECTION

1. Need for Services:	New standards will provide for attendant services within special education programs for crippled children.
2. Children Needing Services:	Assume all crippled children (current and projected) enrolled in special education programs will need attendant services. 2,400 children.
3. Projected Cost:	Assume one attendant serving three children one hour each school day will be adequate. $\frac{2,400}{3} \times 180 = 144,000$ total hours. Assume minimum wage of $2 per hour will be average state reimbursement. $2 (144,000) = $288,000 total cost.

TRANSPORTATION (PHYSICALLY HANDICAPPED)

FY 73 (Actual 1971-72 School Year)

6,723	Children Transported Currently
(34%	Served)
12,940	Children Not Served
$ 2,634,825	Current Cost
8,927,019	Projected Cost (Need)
$11,561,844	Total Cost

FORMULA USED FOR PROJECTIONS

1. Children Served: Children actually transported during 1971-72. 5,936 transported to special class plus 787 transported to regular class = 6,723 children.

2. Current Cost: Actual reimbursement to school districts in FY 73 for children transported during 1971-72. Average cost per child is $391.91.

3. Children Not Served: Assume current proportion of physically handicapped children enrolled in programs who are transported will remain the same at 63%.

   $\frac{\text{5,936 transported}}{\text{9,492 enrolled}}$ = 63% of enrollees are transported.

   Assume number of physically handicapped children transported to regular classes will remain at 1971-72 level (787 children).

   Under full services, 29,962 physically handicapped children will be enrolled in special classes. 63% will be transported.

   .63 (29,962) = 18,876 children.

   Add 787 children transported to regular class for total children to be transported.

   18,876 + 787 = 19,663 total children to be transported.

   19,663 − 6,723 = 12,940 children not served.

4. Projected Cost: Assume that under full services, reimbursement costs will increase by 50% since rate has been increased by 50%.

   Assume current FY 73 average cost per child plus 50% will be cost per child under full services.

   $392 + .50 ($392.00) = $588 per child.

   Cost per child times total children equal total cost.

   $588 × 19,663 = $11,561,844 total cost.

   Projected cost equals total cost less current cost.

   $11,561,844 − $2,634,825 = $8,927,019 additional funds needed.

COST PROJECTIONS

	FY 73 Expenditure	Projected Need	TOTAL
A. PROGRAM (1)			
1. H.I.	$ 2,828,861	$ 387,932	$ 3,216,793
2. C.	1,786,431	1,483,751	3,270,182
3. V.H.	767,854	223,595	991,449
4. Sev. & Multi. Imp.	13,038	299,874	312,912
5. L. & B.D.	7,842,942	16,432,581	24,275,523
6. Sev. B.H.	877,786	653,410	1,531,196
7 E.M.R.	27,788,526	15,106,509	42,895,035
8. Sp. Ther.	5,040,032	1,761,012	6,801,044
9. Sch. Psych.	5,038,875	2,142,455	7,181,330
TOTAL	$51,984,345	$38,491,119	$90,475,464
TOTAL UNITS	6,844	4,779	11,623
B. SERVICES (2)			
1. Home Instru.	$ 787,404	$ 541,596	$ 1,329,000
2. Supp. Tutoring	1,302,657	10,144,263	11,446,920
3. Other Ser.	36,459	459,791	496,250
TOTAL	$ 2,126,520	$11,145,650	$13,272,170
C. TRANSPORTATION (3)			
1. Phys. Handi.	$ 2,634,825	$ 8,927,019	$11,561,844

1. Cost based on excess costs of unit in Foundation Program less 35% for units allocated to Non-Additional Aid districts on Line 3, School Foundation 12.
2. Costs based on per pupil costs by state on reimbursement formula.
3. Costs based on per pupil costs by state on reimbursement formula.

IDENTIFIED CHILD DATA FROM 405 PLANS

(May 11, 1973)

A. IDENTIFICATION SYSTEM FOR LOW INCIDENCE HANDICAPS

	HEARING IMPAIRED	*VISUALLY HANDICAPPED*	*CRIPPLED*
Level I			
Suspected	35	37	47
Level II			
Referred	150	49	137
Level III			
Qualified,			
4 Not Enrolled	369	186	594
TOTAL	554	272	778

B. IDENTIFICATION DATA FROM 405 PLANS

	EDUCABLE MENTALLY RETARDED	*LEARNING AND BEHAVIORAL DISABILITIES*	
		Special Class	*Tutoring*
Number of children identified as needing services	84,869	12,660	28,492

DOCUMENTED INCIDENCE DATA FROM 405 PLANS

(May 11, 1973)

	Population Base	*Children Enrolled*	*Children Qualified Not Enrolled*	*Total Children*	*Reported Incidence*	*Incidence Used For Projections*
Hearing Impaired	*2,722,654	2,239	369	2,608	0.096	.1
Visually Handicapped	*2,722,654	883	186	1,069	0.039	.04
Crippled	2,422,654	1,571	594	2,165	0.089	.1
Educable Mentally Retarded	2,422,654	51,565	33,304	84,869	3.503	3.5
Learning & Behavioral Disabilities						
Special Class	**1,580,018	6,707	12,660	19,367	1.226	1.0
Tutoring	**1,580,018	5,967	28,492	34,459	2.180	2.0

* 2,422,654 Total Public School ADM Plus Estimated 300,000 Three and Four Year Olds.

** 1,580,018 Public School ADM in Grades K-8.